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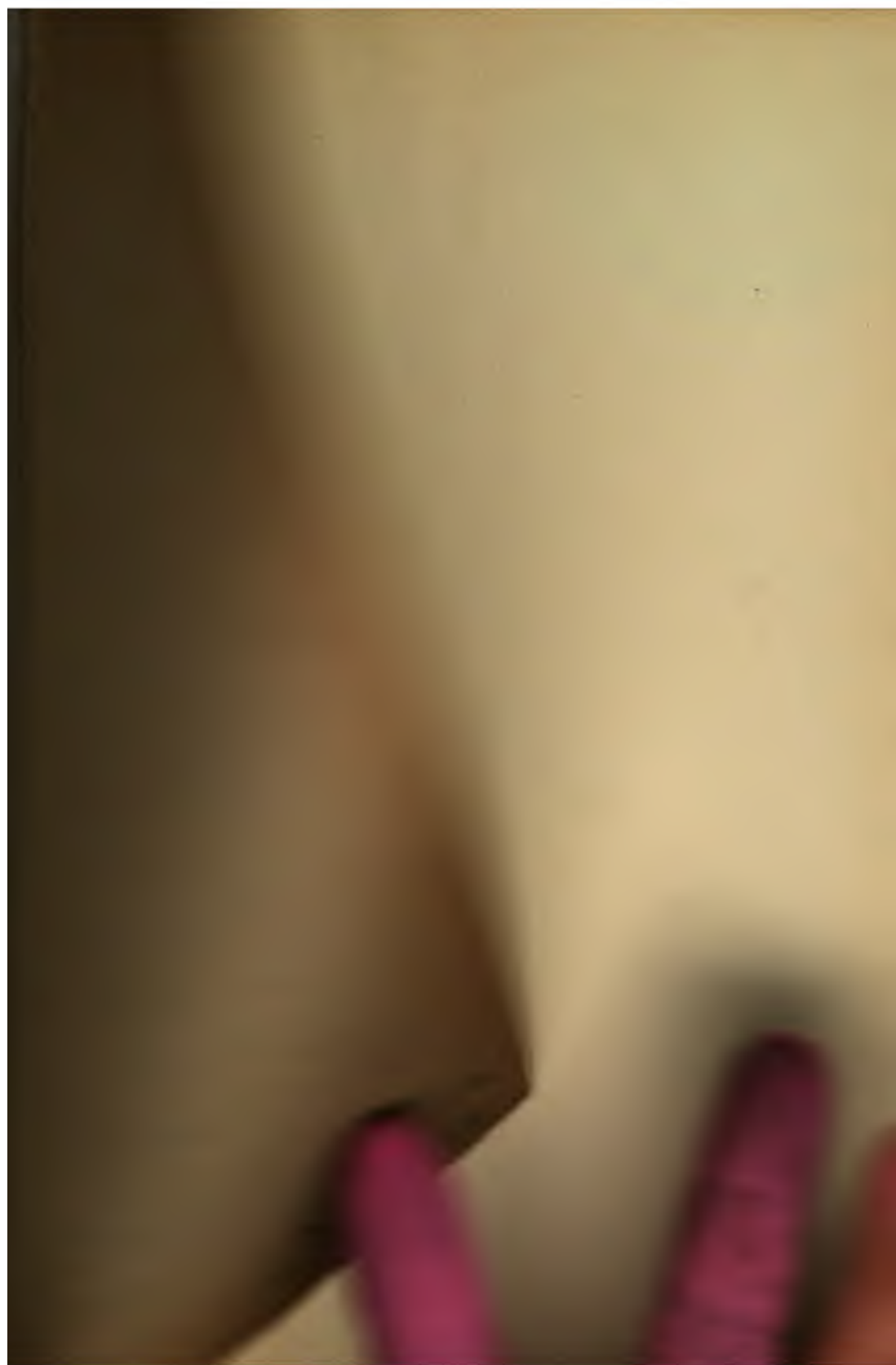
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# ANNUAL REPORT

OF

J. M. H. FREDERICK  
SUPERINTENDENT OF SCHOOLS

FOR THE

SCHOOL YEAR  
1914-15

TO THE

**BOARD OF EDUCATION**



CLEVELAND, OHIO  
JANUARY 24, 1916





OCT 18 1917

Seventy-ninth Annual Report  
OF THE  
Superintendent of Schools  
J. M. H. Frederick



BOARD OF EDUCATION  
1914 - 1915  
CLEVELAND, OHIO

750700

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# Seventy-Ninth Annual Report

OF THE

## Superintendent of Schools

J. M. H. Frederick  
TO THE  
BOARD OF EDUCATION  
1914-1915  
CLEVELAND, OHIO

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January 27, 1916.

TO THE HONORABLE BOARD OF EDUCATION:—

In compliance with the regulations of the Board, I transmit herewith my report for the school year 1914-15.

Respectfully submitted,

J. M. H. FREDERICK,  
*Superintendent of Schools.*

---

### RETARDATION IN THE PRIMARY GRADES

The First Grade enrollment is invariably larger than that of any of the succeeding grades. For this there are a number of reasons. In the first place, there are more children of six years of age than of seven, or of any more advanced year. In the second place, children's diseases are more prevalent among first year children, and to this cause is due much retardation. In the third place, in the First Grade occurs the great natural classification of children as to their mental maturity. At this chronological age there is an easy variation of two years in the

mental age of children. A fourth reason is to be found in the promotion plans which are almost universally followed.

When certain improved methods were introduced into the schools three years ago, it was confidently expected that the percentage of retarded pupils in the First Grade would be materially reduced. The second year's experience with these methods I expected would show not only the educative value of the better teaching, but I hoped to find also that there had been an important economic gain. Retardation is costly, and I hoped for a smaller percentage of repeaters as a result of more efficient class-room work in the primary grades. But the statistics showed practically the same percentage of pupils in the First Grade as in the previous years.

Although before the adoption of the present methods of teaching, the number of books read in the First Grade ranged from one to three or four, and the first year under the new plan the minimum was substantially equal to the maximum under the former plan, while the maximum had been advanced to upwards of twenty, the percentage of failures remained practically stationary. At a meeting of the Assistant Superintendents, the General Supervisors and the Superintendent, the subject was considered from every conceivable point of view. It was agreed that, along with the better quality of teaching, there had come a higher standard for promotion. It apparently did not seem quite clear to the teachers that if the better section were promoted only on the character and amount of work which they did, the slower division should be awarded the same distinction. Manifestly the stronger groups were hindering the progress of the slower. At once the question arose, why, if the slower divisions were doing as much work and apparently as good work as that on which the stronger groups won their promotions formerly, they were not just as ready for the next grade. Nothing can have a more depressing effect upon the child's

mind than the thought at the outset that he is a failure, and no greater handicap to the progress of the normal child can be readily imagined.

**New Plan of Promotion** For these reasons it was decided that in the second semester, as soon as a First Grade division was able to undertake safely the work of the Second Grade, the advance was to be made. As a consequence, 45 such divisions were thus advanced and the way for the slower pupils made clear. This plan was adopted in a more limited way in the Second Grade. It is expected that some of these divisions will cover easily three grades in two years, and the "wet blanket" of enforced retardation will be removed from many. It is our hope that next year a still larger number of divisions will experience the advantages of this plan.

It is too early to predict with confidence just how beneficent the plan is, but it looks very promising. Early discouragement, I believe, has been the cause of much scholastic failure. Failure of interest follows discouragement, and the child who thus loses heart is fortunate if he does not develop unwholesome interests. It is not susceptible of proof, to be sure, but I am of the opinion that mental deficiency in some cases is the result of degeneracy resulting from such perverted interests. To keep alive the confidence of these pupils in their first years at school, I hope, will not only encourage most of them to become better and stronger students, but possibly prevent moral turpitude and mental atrophy.

The question naturally arises, why, if this plan is good, all First Grade pupils should not profit by it? They should, but there is a serious handicap in the shortage in the available supply of highly successful teachers. This shortage is general throughout the country. Despite the increase in the number of training schools the supply of competent teachers is not equal to the demand. The action of the Board of Education this year in providing for the entrance of a class at the Cleveland Normal

Training School in March, together with the larger classes which enter in the fall, will help to relieve the situation later. The class of thirty-eight students which entered the Normal School last March, by virtue of attendance at the summer sessions of the Cleveland School of Education, will complete the work and training in December, 1916. This number of new teachers will form a reserve from which we can draw to meet the demand caused by the opening of new schools in the second semester in the following February. Even so, if Cleveland continues to grow as during the past few years, our demand will be much greater than the local supply. Until it is possible to meet this demand for more teachers, to speak frankly, there must remain in our corps some whose work is not as effective as we desire, but who cannot be supplanted by others better fitted for the service.

Great care is exercised in the selection of teachers from outside the system. Personal interviews with the applicants, visits to many in the schools in which they are teaching, and correspondence and conferences with their superintendents and principals, are safeguards used against incompetent teachers entering our corps.

The quality of our teachers is being improved from within by better preparation of the beginning teachers and by the development of many experienced teachers through supervision, teachers' meetings, courses in professional reading, work in normal extension courses, and graduate work in various schools of education. As the character and ability of the teaching corps improve, the opportunity for extending the promotion plan described above will be increased.

#### **UNPARALLELED GROWTH IN SCHOOL ATTENDANCE**

As is suggested in the section "Retardation in the Primary Grades", there is a shortage of teachers of quality. This is a condition general throughout the country. In Cleveland, in the past three years, the need



**Model Flat at Eagle School—Upper Picture Shows Living Room and Glimpse of Bedroom; the Lower Picture is of the Kitchen**



for more teachers at times has been unusually acute. This period has witnessed a growth in the local school attendance, which is unparalleled in the history of the city. In that time the total enrollment has increased 17,447. The significance of this enormous growth may be better realized by contemplation of the fact that in these three years the total increase in school enrollment has been greater than the total increase for the nine years preceding. During the latter period, from the school year 1903-04 to 1911-12 the increase was 17,108. To house this large additional number of pupils and to provide an adequate number of capable teachers taxed our resources to the utmost. This growth represents a demand for upwards of 400 additional school rooms, or more than twenty school buildings of twenty standard rooms each, and a corps of teachers equal to the number of rooms. Lack of funds, however, rendered such an increase in buildings quite impossible. For this same reason and because of the general shortage of teachers, we were unable to supply a proportionate number of suitable instructors for this additional number of schools. This has resulted in economy of room and of teaching force. In the year 1912 the number of pupils per teacher in the elementary schools was 38; the past year the average was 40.58, an increase of 2.58 pupils per teacher, or 6.8 per cent. Thus a materially larger use of the school buildings has been made, and a relatively smaller number of teachers has been employed. The justification of this policy, for the present at least, rests chiefly in its approach to meeting the conditions caused by the shortage of funds and the unparalleled growth of the schools. It is impossible, however, to estimate definitely the scholastic influence of this use of the school buildings for a larger number of pupils, and the larger number of pupils per teacher.

### ON SUPERVISION

Since the close of the school year 1914-15, Assistant Superintendent E. A. Hotchkiss has presented to me a

report on certain phases of the work in the West District, which is of such character that I have concluded to incorporate it in this communication to the Board of Education. It was prepared for a very different purpose, and, therefore, with no thought of its being presented as a part of the annual report of the Superintendent of Schools.

Mr. Hotchkiss' report not only shows the character of much of the supervisory work in the district to whose supervision he has been assigned, but in a way it is illuminative of some important phases of the general policy of the Educational Department.

In an earlier annual report was set forth our purpose to build well from the bottom by teaching thoroughly the fundamental subject of Reading. This work was begun in the First Grade in the fall of 1912. The following February it was advanced in some instances to the beginning division of the Second Grade. Since then it has gone upward into a higher grade each year along with the pupils with whom it was introduced three years ago. Sense training, dramatization, games, and other educative devices have been made to contribute to the success of this work. To be sure, our attention has not been given wholly to the lower grades, but that we might build securely we have found it necessary at the outset to give more largely of our supervision there. The teachers of each succeeding grade are made familiar with what has gone before and they are encouraged to build upon this as a foundation.

**Meetings to  
Improve Supervision**

Many teachers' meetings have been held in the various districts and have been conducted on the same general plan as described by Mr. Hotchkiss. Besides these, meetings of the teachers of the different grades have been held under the direction of some of the special teachers and supervisors. Many of these meetings have been of the illustrative character described by Mr. Hotchkiss.

The classes in supervision mentioned by him were fore-runners of others to which he refers in his report.

While supervision has not been as thorough in some divisions of the work as we have all desired, I am certain that it has measured well up to the possibilities when we consider the number of those engaged in this service.

The past year the Superintendent's office has given more attention to the high schools than ever before unless possibly there may be found an exception in those years when Cleveland was a comparatively small city. A number of the principals of these schools have expressed themselves as pleased with the help given them by the Assistant Superintendents. As the work of organization in the elementary grades progresses, more time can be given to the high schools. This will make it possible not only to strengthen the work, but also to develop further our plans to unify the work of the secondary schools with that of the elementary grades. Additional supervising force would materially assist to this end, but this should come through an additional Assistant Superintendent rather than a supervisor of high schools. The former could help in the unifying process; the latter would tend to a still greater aloofness than ever before on the part of the high schools.

**Standards of  
Work Applied** Mr. Hotchkiss' report is here submitted as a matter of information and for the purpose of record:—

MR. J. M. H. FREDERICK,                      October 21, 1915.  
*Superintendent of Schools.*

DEAR SIR:—

My work in the summer sessions at Columbia University during the last three summers gave me a splendid opportunity for studying city school administration, as well as supervision of the same. I have started to develop some definite lines of work in my district and beg to submit to you a brief synopsis of some of the efforts to strengthen both teachers and principals.



**Two Junior High Schools—Empire School Above  
and Detroit School Below**

During the past three years I have striven to set up among teachers and principals some definite standards for judging and directing class-room work. These are commonly known among Educators as the McMurry Standards, and are as follows:

Schools and class-room work are to be judged:

1. By the extent to which they are connected with life. (Life Problems.)
2. By the extent to which they provide for initiative on the part of the pupils. (Individuality.)
3. By the extent to which they provide for organization of subject matter on the part of the pupils.
4. By the extent to which they provide the opportunity for judging relative values.
5. By the extent to which they afford the opportunity for using content learned.

Early in September, 1912, I called a meeting of my principals and supervisors, at which each was given a typewritten copy of these standards. We proceeded to discuss the same and to point out some definite directions as to ways and means of applying these principles to the class-room instruction.

The particular subject selected to which to apply these standards was reading in the first grade. Reading was chosen because most of our primary teachers were starting to use a new method reader, and it seemed an opportune time to introduce some new standards by which to judge their work.

A little later I called a meeting of all the primary teachers who had selected the Aldine readers, and presented these standards to them with a view to seeking ways and means of applying them. (I might add here that the principals always attended each meeting.)

The same week a meeting was called of all the teachers who had selected the Ward readers, and the same standards were presented to them.

I next took all our Aldine teachers to observe the Aldine work in the Lakewood schools, where that system has been in use for some time. The next week another meeting of the Aldine teachers was called for the purpose of discussing the good points we saw in our visit to Lakewood.

In the meantime, I took all our Ward teachers and principals to visit the East Cleveland schools, where the Ward readers had been in use for several years. Later we met to discuss this visit.

All that I have described above transpired within the first four or five weeks of the school year 1912-13.

**Teachers Take to New Ideas** What impressed me most was the remarkable rapidity with which the teachers took up the new methods and the new ideas. I might add that it was my policy not to require principals or teachers to attend meetings; their attendance was always voluntary. My contention is that teachers will attend meetings if we have anything good to offer them, and if we do not have something worth while, they ought not to be compelled to give their time for meetings.

Soon here and there was found a teacher who was doing such splendid work that it was arranged to have what were called demonstration lessons. All the teachers of a particular grade would come together and witness lessons that would illustrate how our standards for classroom work were being carried out. In this manner our efforts could be centered on a few exceptionally strong teachers who, in turn, were willing to help with demonstration lessons. This plan was adopted with both the Ward and Aldine teachers. During the first six weeks of the school year 1912-13 most of my schools had selected either the Ward or Aldine readers, although no teacher was required to take up either method.

At the end of the first semester of the school year 1912-13, each of my buildings had selected either the Ward or the Aldine method of reading. I had twenty-

two first grade teachers who had selected the Aldine, and forty-five who had chosen the Ward.

Many activities were introduced in the First Grade schools in the way of games, sense training, free play, etc., which tended to perpetuate the kindergarten spirit, and to break down much of that formalism which so often is found in this grade. A pamphlet summarizing many of the sense training games was printed and distributed among the teachers of the first four grades of the district.

Meetings of our primary teachers were held frequently throughout the year. Standards and principles were discussed. At most of these meetings some teacher with her class was present to illustrate how those standards and principles were applied. This proved to be most helpful.

In addition to the five McMurry standards mentioned above, we worked out the following, which we tried to use as guides:

1. Every new fact or word shall be presented in a concrete situation; no word shall be introduced apart from its meaning.

2. In word drill, the meaning shall occupy a prominent place. The meaning must always accompany the use of the word. Many other specific standards and directions were furnished and given teachers, but time forbids my enumerating them here. Copies of these can be had at the office.

**Freedom of  
Action Granted**

Although our chief efforts were centered on reading for the first year, we did also some work in numbers in the primary grades; but we always emphasized our standards and principles for judging class-room work. We always made it clear that any teacher would be free to accept and try anything she saw in a meeting, but no teacher was required to use what did not appeal to her. This freedom on the part of teachers resulted in great variation in the work. Some teachers read as many as twenty-two first grade readers and primers the first year,

whereas only three or four had been read in previous years. Others read not more than three or four the first year; but these were teachers who had read not more than one book in previous years. All, however, were delighted with the results obtained.

The fact that they were allowed such freedom instead of being forced to take up our suggestions is one reason for the splendid spirit shown by the teachers throughout this complete transformation in their method of teaching and the introduction of new and difficult standards for judging class-room work. I might add here that there is a great difference among our teachers as to the extent to which this work has progressed. Some are doing exceptionally strong work, and some are doing less satisfactory work, as they probably always will.

I would like to state that the one principle which constantly is applied to our work in supervision is: "Never tell a teacher that her work is poor or that she is doing poorly, unless we can point out to her in a definite way just what part of her work is poor, and can suggest to her a remedy." In like manner, if we tell her she is doing good work, she has a right to expect us to indicate definitely just what part of her work we like.

During the year 1913-14 the work begun in the previous year was continued in the first grade, and taken up in like manner and carried on vigorously in the second grade. The same standards and principles that were used with the first grade children the preceding year were carried along with them into the second grade. Much play was introduced in the way of games, sense training, dramatizing, etc. Lessons illustrating various qualities of class-room work in most of the school activities were given at teachers' meetings at frequent intervals throughout the first and second grades. No lesson was given, however, unless it had for its object the illustration of some fundamental principle or standard of class-room work. In no instance was a lesson given, the purpose of



which was to show how well the children could perform. While teachers were often astonished at the remarkably good work of a class, the work was the result of the good attitude of the pupils toward the subject, their habits of thought and habits of work. The constant aim of teachers at all times and in all work is to set up good habits of work and proper attitude toward the work.

**Beginning of New Course in Arithmetic** During the school year 1913-14 more attention was given to the subject of Arithmetic. A tentative course of study in the first four grades was prepared and typewritten copies given to teachers to be tried. This course was revised from time to time, and finally was developed as it now appears in the new course of study in Arithmetic.

The teachers, principals, supervisors, Assistant Superintendents and Superintendent, each contributed to the shaping of this course of study.

During the same year, several demonstration lessons were given in the number work of the Third, Fourth and Fifth Grades. It is the purpose of these lessons to show how the standards for class-room work were applied.

Considerable attention was given to the forming of certain habits of school conduct that would be valuable to children throughout their school life. It has been said that pupils often form bad habits of study, or perhaps more often no habits. I took this subject up with some of our high school principals and some of the high school teachers, as well as with elementary school principals and teachers.

As a result, it was decided that if a pupil could be induced to form the habit of always addressing the class, instead of directing himself to the teacher, of feeling that he was contributing something to the class, and of assuming the responsibility of making his class-mates understand him, he would thereby be aided in forming good habits for school work. On the other hand, it is desired that



Shop at East Denison Training School for Boys

pupils form good habits of listening to their class-mate when he is reciting, and to ask intelligent questions on the topic under discussion when they do not understand. If this can be put in operation and habits of this sort formed in our pupils, a great start will be made toward the important work of "teaching children how to study".

Our effort, for the most part, in all our meetings during the past three years has had for its aim "teaching children habits that will lead to better school work."

Last year (1914-15) a class in supervision was started among the principals. "The Economy and Training of Memory", by Henry J. Watt, has been used for an introduction to this work. We expect to continue the study this year, and to use as our guide Heck's book, "Mental Discipline and Educational Values". This is designed to open the field of experiments and tests that have changed the trend of educational thought in recent years. This study is intended to acquaint the principals and supervisors with the recent tests in reading, arithmetic, writing, spelling, English, composition, etc. The course in supervision with the principals has been abandoned because of the fact that Principal Himelick, of the Normal Training School, is offering a course in supervision. Mr. Himelick has a class of about forty-five members on the West Side.

Mr. Lester Black, of the Normal Training School, is also offering a course in reading on the West Side, of which several teachers are taking advantage.

Miss Florence Hungerford is conducting two classes each week, for our Sixth and Seventh Grades in geography. The object of these lessons is to give both content and method of teaching. About eighty of our sixth and seventh grade teachers are taking her work.

I am sending you this communication in order that you may have a summary of what has been going on in the West District in the way of supervision and improvement on the part of the principals and teachers.

Respectfully submitted,

(Signed) E. A. HOTCHKISS,

*Assistant Superintendent.*

## THE BACKWARD AND MENTALLY DEFICIENT

Progress has been made in the care of backward and mentally deficient pupils. A special school for over-age girls of these classes was established in the four-room Meyer School building in the second semester. A similar school for boys was established in the four-room original East Denison School building. In these schools the manual has been emphasized, and a special effort has been made to adapt the academic work to the capacities of the pupils attending.

At Outhwaite School some of the remodeled dwelling houses have been used for the much over-age boys of that school, and the work has been varied to meet the needs of the class.

Longwood School, which was designed to be a school for backward pupils, for the first time became distinctly such this year. Above the Second Grade all pupils are of the retarded classes. Exception has been made in the first two grades because it was deemed advisable to open the doors of this school to the very young children who live in the immediate vicinity.

### **Segregation of the Mentally Deficient**

These schools, together with the Brownell Industrial School, the Big Boys' School at Tod School, and the special and backward classes scattered throughout the system, are doing more than heretofore in caring for the pupils under consideration. The increased facilities have resulted in the segregation for school purposes of a materially larger number of mentally deficient pupils. In the school year 1913-14, 297 pupils were enrolled in the special classes. This year the enrollment reached 436, an increase of 139. At the same time the enrollment in the backward classes increased from 133 to 318, or 185. In addition to these the attendance at the Brownell Industrial School increased by 19 and the class for epileptics enrolled 13 as against 11 the preceding year.

These facts are presented because they show the larger effort made to care for these classes of pupils. There are unquestionably many more pupils in Cleveland who need a different treatment from that which we have been able to give them, and as rapidly as they can be definitely located and accommodations can be provided for them, they should be so grouped that their needs may be met most advantageously.

The advantage to the regular schools of the segregation of this class of unfortunate children is manifest. Oftimes a very backward or a mentally deficient child occupies the attention of the devoted teacher to the decided deprivation of the rest of the pupils under her charge. Could all of the pupils who thus take much of the time and best energy of teachers be removed to schools better adapted to their needs, the chances for fewer cases of retardation should be good. All this, however, involves available room, proper equipment, and an adequate supply of capable teachers.

In these observations I have not lost sight of my recommendation in my first annual report, that the mentally deficient as soon as possible should be removed from the regular public schools and placed upon a school farm within easy access of the city. The present method of dealing with the more unfortunate class in a way enhances the menace to society. While the individual is improved, the girls in particular by becoming more attractive are a greater menace.

### **CHANGE IN THE GERMAN COURSE**

One very important departure of the year was the elimination of the study of German from the Fourth, Fifth and Sixth grades and the strengthening of that study in the Seventh and Eighth grades and in the High Schools. Following careful consideration of the subject from every point of view, the Board of Education authorized the change, by resolution adopted June 15, 1914.



Kindergarten Room at Rawlings School

The Board's action was based on the belief that the results obtained from the study of German in the lower grades did not justify the expense involved.

Study of the results of the first year's trial of the new plan furnishes convincing proof of the wisdom of the Board's action, for it is clear that not only has a considerable item of expense been eliminated, but the main purpose has been achieved,—that of strengthening the course in this modern foreign language.

Owing to illness, which later caused his death, Mr. William G. Riemenschneider, who had been Supervisor of German since 1909, tendered his resignation at the close of the school year 1913-14. Mr. Herman J. Lensner, head of the department of Modern Foreign Languages at West High School, was chosen to succeed Mr. Riemenschneider in August, 1914. To Mr. Lensner fell the task of readjusting the study of German to the changed conditions imposed by the Board's action.

The change meant the temporary displacement of 65 teachers of German in the elementary schools, because the elimination of more than 10,000 pupils from the study of that subject in the Fourth, Fifth and Sixth grades, rendered it necessary to employ only 45 of the 110 former teachers to do the work under the new condition. This readjustment of the teaching force was accomplished without friction. All those who were forced to discontinue the regular German work were employed as substitute elementary teachers until permanent places could be found for them in the grades.

**Change Made in the Course** With a view to carrying out the Board's purpose to strengthen the course in the Seventh and Eighth grades, a number of changes were made. These were in brief as follows:

*First.* Five instead of four forty-minute recitations per week.

*Second.* A reasonable amount of home work to be permitted.

- Third.* Introduction of a primary German grammar, Bierwirth's Beginning German, abridged, an edition especially suited to our peculiar conditions.
- Fourth.* Change of reader from the Eclectic Hohres Viertes Lesebuch to Schmidhofer's Zweites Lesebuch. This change was welcomed by pupils and teachers alike.
- Fifth.* Study of folk-songs. This was made possible by the introduction of a sixteen-page song leaflet containing words and music of a number of the most desirable folk-songs to be used in the first year of German instruction. This leaflet, first published for the Cleveland schools, has had a nation-wide sale. Our pupils receive it gratis with the new Zweites Lesebuch. The latter contains a collection of folk-songs for the second year. In the spring of 1915, Mr. Lensner trained about 4,500 pupils in the various schools in hour rehearsals, showing them how the leaflet and folk-songs in general are to be used in modern language instruction.
- Sixth.* Credit to be given in the high schools for the German work in the grades as follows:
- (a) Pupils whose average in German is 75-100 to enter the 1 C German classes in high school.
  - (b) Pupils with an average of 60-74 to enter the 2 D German.
  - (c) Pupils with an average of below 60 to enter the 1 D German.

The former somewhat complex system of studying German in the high schools has been simplified. The course now provides simply for German; no longer is there so-called German-German and English-German, or Advanced German and College German. This puts German on the same basis as Latin or French. This change, it is believed, will do much to lessen the complaints concerning the study of this language in the high schools.



To enable pupils who enter the 1 C classes in German in the high schools, from the A division of the Eighth Grade, to pursue the work in the high schools for four years, a fifth year of German has been added to the high school curriculum. The graduation from the Eighth Grade Division A to the 1 C classes in German in the high schools has never been so nearly perfect as now.

The new course in the elementary schools has grown in favor and popularity with both teachers and pupils, and the number of pupils has increased in consequence. Between October, 1914, and June, 1915, there was an increase in the attendance at Seventh Grade German classes of 233 pupils, of whom 220 were the children of non-German speaking parents. In the same period there was a decrease of only five in the number attending Eighth Grade classes. These figures show that the new course is meeting with approval.

I cannot refrain in this connection from paying tribute to the memory of Mr. Riemenschneider. He had been connected with the Cleveland schools for many years as a teacher of German and French. A man of refined tastes and rare attainments as a scholar, he was thorough in his work and conscientious in his devotion to his profession. He was withal a kindly and courteous gentleman.

### CREDIT IN MUSIC

A noted man once said: "Let me write the songs of the people; I care not who makes their laws." Music has always played an important part in the lives of nations. And the converse is true; without the development of the musical faculty and of the appreciation of music, the progress of a nation is not balanced.

The Ancient Greeks held it to be a disgrace not to be accomplished in some art of musical expression, and this view has come down the ages in greater or lesser degree.

The influence of music in love, religion and war need scarcely to be more than mentioned to be appreciated.



**Sewing Class at Meyer Training School**

Born of love, religion and war, it has reacted and in turn influenced them almost without measure.

Philosophers, poets, statesmen and warriors have all testified to the strong influence of music upon the emotions, actions and lives of the people.

The stirring power of the "Marseillaise hymn", of "Die Wacht am Rhine", and of our own "Star Spangled Banner", as well as of other national hymns is known to all. That people which has no great song must give birth to one or perish.

It has been said that music is older than speech, and it is a more settled part of one's nature than the faculty of expression by oral language. It starts with the emotions which are deeper than the intellect.

Cleveland has grown rapidly in population and industry. She has enlarged and improved her field of education and has quickened her civic and social interest. In all these she has aimed to keep abreast of true progress. But in music and art she has not yet attained the rank to which her growth in other respects entitles her. By this I do not mean to say that she has not progressed in both, for she has, and today is progressing as perhaps never before. A splendid new art museum promises much in its appeal to a very important side of the city's aesthetic nature. This will leave us chiefly backward in our relation to music. One of the most important problems, therefore, which confronts us is the further awakening of the music soul of the community.

Cleveland has been proud of her public school music for many years, although those connected with its administration have been conscious of the need of improvement in the high schools. For the past three years the Superintendent of Schools and the Supervisor of Music have held conferences with a view to enlarging the scope and improving the quality of the music of the high school pupils. The Assistant Superintendents and the high school principals also have considered the question from time to time.

**A Serious Problem** Many pupils who receive outside instruction in music during all or part of their grammar school years, on entering the high school are confronted with a most serious problem. The regular school work now becomes much heavier, and that alone demands practically all of the time and energy which the average pupil can summon for study. The question then arises, what is to become of the study of music? Shall it be abandoned? Shall it be pursued as an extra study? Shall an extra year be taken to complete the high school course? Or shall we seek a better solution than any of these offers?

No one who has made a study of the capacities and tendencies of the new life of the adolescent can contemplate with equanimity the suspension of musical studies during this period. From thirteen to seventeen the musical sense seems to be the keenest. Dr. J. O. Reik expresses the belief, earlier suggested by Dr. Clarence Blake, that the power of hearing the highest musical notes is greatest in the early teens, and that it varies with age. According to Dr. Reik, the auricle gradually increases in length as well as in width to the age of twenty, and possibly later. Its most rapid growth, however, he finds to be in the earlier years, the increase being comparatively slight after fourteen.

One writer says that in forty-five cases of enthusiasm in "playing the banjo or drum" the interest was awakened in every instance in the period of early adolescence, between the ages of thirteen and seventeen. Dr. Charles H. Sears says that this is largely the case in playing other musical instruments. Of 356 cases reporting increased interest in music, he found the average age of girls to be twelve years, and of boys thirteen.

Dr. G. Stanley Hall says, "For the average youth there is probably no such agent of educating the heart to love of God, home, nature, country, and of cadencing the whole emotional nature, and hence there is no aspect

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of our educational life more sad than the neglect or perversion of musical training from this, its supreme end."

- It seems clear that the study of music should not be suspended during the high school course, since this is the period of the life of youth when the musical sense is the keenest. For those who may make music their vocation,
- it is absolutely essential that it be studied diligently throughout the years of the high school work. This fact has caused much concern to every serious-minded and thoughtful high school administrator. Many high school girls have attempted to carry their music as an extra study, and the frequent cases of broken health point the unwisdom of such an ambitious undertaking.

Many years ago the writer encouraged pupils of musical ability to carry but three subjects in addition to their specialty, and so extend their studies over a period of five years. During the first year the plan looked very promising, but as time passed and the pupils became conscious of the fact that they must fall back from the class with which they had studied so many years, the real test came. Class interest and interest in school generally waned in consequence, and in some cases pupils dropped out of school altogether.

Thus music, pursued as an extra study, or carried by lengthening the course from four years to five, has failed to meet the demands of the situation.

**Music as a  
Major Subject**

Fortunately it is possible for a pupil to carry three major subjects in a regular high school and continue the study of music as the fourth major subject under the direction of a competent special teacher, or in a special school of music of recognized merit. Such a plan is in operation in the Eastern High School of Washington, D. C., in the high schools at Brookline and Chelsea, Mass., and in a considerable number of other high schools throughout the country. Many colleges and universities, including Harvard, Radcliffe, Vassar, Amherst, Columbia,

Wellesley, Mt. Holyoke, Smith, Tufts, Boston University, and numerous western institutions of higher learning accept music as an entrance credit for one or more points. The University of Nebraska allows four units in music out of sixteen for college entrance.

The way appears clear for Cleveland to make an important contribution to her musical life and to the musical profession. I feel, therefore, that credit for music taken under private instruction should be recognized under such regulations as may be found necessary to insure the quality of the work and to safeguard and maintain the educational standards of the public schools.

For years the question whether a High School of Music should not be established has presented itself to the writer. Our technical and commercial schools meet certain demands for vocational training. A special high school of music would meet an important demand for vocational training in a high and important art. In Cleveland thousands earn their livelihood through music as a vocation and many tens of thousands find in it an avocation wholesome, broadening and elevating. I am not yet prepared to recommend definitely the establishment of such a school, because I am conscious of certain administrative problems whose solution I have not yet found; but I do recommend that a careful study of this question be made in order to determine whether the establishment of such a school is practical.

### **AN EPISODE OF INTEREST**

The past year witnessed the end of an episode in the school life of this city which has attracted much attention throughout the country. As a matter of history, therefore, a record of the important and outstanding facts in relation to it is here presented:

In the early part of the year 1914, some members of the teaching force, who at the time were executive officers of the Cleveland Grade Teachers' Club, began an agitation

looking to the formation of a teachers' union to be composed exclusively of members of the teaching force and to be affiliated with the American Federation of Labor. In view of this fact, the Board of Education, with the full approval of the Superintendent of Schools, on May 11, 1914, adopted the following resolution:

"Whereas, it is currently reported that certain teachers in the Public Schools of Cleveland are seriously considering an organization within the School System, to be affiliated with the American Federation of Labor; and,

"Whereas, such organization would, in the opinion of the Board, be detrimental to the public welfare and harmful to the best interests of the Public School System;

"Therefore, be it resolved, that the Board of Education declares its disapproval of such effort thus to organize the teachers within the System as inconsistent both with good public policy and with the principles of the general organization of which they contemplate becoming a subordinate branch.

"Be it further resolved, that the Superintendent of Schools be, and he is hereby authorized and instructed to cause to be circulated among the teachers of the Cleveland Public School System this expression of the disapproval of the Board of Education, in the hope and belief that no further action on our part will be required."

Afterwards, notwithstanding the adoption of the foregoing resolution, the Grade Teachers' Club at a public meeting adopted a motion authorizing its executive officers to take steps for the formation of a union. Thereafter, on the 18th of May, 1914, the Board of Education adopted the following resolution:

<b>Action Taken by the Board</b>	"Whereas, it is currently reported that certain teachers now employed in the Public School System of the Cleveland School District have determined to organize within the School System a so-called teachers' union, and to affiliate the same with the American Federation of Labor, and
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Citizenship Class at Eagle School



"Whereas, the action above recited has been taken in disregard of the judgment and disapproval of this Board, which judgment and disapproval had been previously expressed in a resolution of this Board and communicated to the teachers of the Public School System,

"Therefore, be it resolved:—

"(1) That this Board reiterates and reaffirms its judgment and opinion that an organization of teachers within the System in affiliation with an organization outside of the System is detrimental to the public welfare and harmful to the best interests of the Public School System.

"(2) That it is the rule of this Board, and to be and become a part of the contract of employment with any teacher hereafter appointed or re-appointed, that membership in an organization as is above described shall be regarded as a breach of the contract of employment and the equivalent of a resignation of such employment, and the acceptance hereafter of an appointment as a teacher will be regarded as an acceptance of this rule.

"(3) That the Superintendent of Schools be, and is instructed to bring this resolution forthwith to the attention of all teachers now employed in the Cleveland School System, and to observe and enforce the same hereafter in making all appointments or re-appointments of teachers in said System."

These resolutions were brought to the attention of the teaching force by the Superintendent of Schools as directed. No union was formed and after the adoption of the second resolution no further steps were taken to that end.

In the meantime, however, outside interests instituted an action in the Court of Common Pleas of Cuyahoga County to have this resolution declared null and void and to enjoin the enforcement thereof. On June 9, 1914, a decree was made by W. B. Neff, one of the judges of said court, declaring this resolution to be in excess of the power of the Board of Education, and enjoining the

Board of Education, Superintendent of Schools and other officers of the school system from enforcing the same, and also enjoining the Superintendent from failing or refusing to appoint or reappoint any teacher because of her membership in a union or her efforts to form such a union.

This injunction, notwithstanding its obvious invalidity, was faithfully observed by the Superintendent and his assistants and all others having to do with the appointment or re-appointment of teachers. A number of teachers, however, were guilty of such misconduct and insubordination as, in the opinion of the Superintendent, made their further continuance in the service injurious to the best interests of the schools. They were not reappointed for that reason, and for none other.

**Case is Taken  
into Court**

Some of these persons, in co-operation with outside interests, deeming themselves aggrieved, and asserting without warrant in fact that their failure of reappointment was due to their previous efforts to form a union, made application to W. B. Neff, the Judge of the Court of Common Pleas who had issued the injunction, for a citation against the Superintendent for contempt. It was charged that he wilfully and intentionally refused to obey the injunction order, and that he had failed and refused to reappoint the applicants because of their union activities. A long trial was had, and on October 30, 1914, this judge found the Superintendent guilty of said contempt, and urged the Superintendent to reappoint these teachers in order that the Superintendent might thereby escape punishment. The Superintendent refused, for the reason that such power of appointment was vested exclusively in him and not in the courts, and that to comply with this demand would destroy discipline and order in the school system. A sentence of ten days in jail and a fine of \$500 and costs was imposed upon the Superintendent.

Execution of this judgment was immediately suspended by the Court of Appeals, which later reviewed the case and reversed the sentence. The Court of Appeals, in its opinion, vindicated the power and authority, both of the Board of Education and of the Superintendent in all respects. It held that the original resolution forbidding the organization of a union and membership therein was within the power of the Board of Education; that the order of injunction was in excess of the power of the court, and was null and void, that W. B. Neff was biased and prejudiced, and should not have proceeded to hear the contempt proceedings; and that as a matter of fact there was no evidence to support a finding that the Superintendent had disobeyed the injunction order, or was guilty of contempt.

An application to the Supreme Court of Ohio to take jurisdiction of this contempt proceeding was denied.

Thus ended an episode having many unpleasant aspects. I am of opinion, however, that much good has resulted from it. The agitation originally for the organization of a union was confined to a very small group of teachers. These did not at any time represent the teaching force in whose behalf they assumed to act. At all times the spirit and loyalty to duty of the teaching force has in the main been above reproach. As a result of the proceedings above related, the disturbing elements have been removed, or disciplined, and the professional spirit and loyalty to duty of the teaching force are of the highest order.

### **MILITARY TRAINING FOR HIGH SCHOOL BOYS**

World events the past year have jarred rudely our complacent national self-confidence. The sense of security which we have entertained in the belief that the lack of physical power to protect ourselves from attack is a sure guarantee of our safety has passed in the light of the gigantic European war. A lesson of recent history, long

untaught, may now be learned. The best prepared nation among the great powers of the world before the present struggle began for nearly a half century did not once engage in sanguinary warfare. Little Switzerland, the best prepared of the small nations, has gone much longer without a war, and in the very midst of the present terrific martial conflict seems thoroughly calm and in no likelihood of being involved by its mighty sweep. On the other hand, nations less prepared engaged in one or more bloody conflicts in the long period of peace enjoyed by the nations just mentioned; and some of those least prepared, as a rule, have been almost constantly engaged in war. The logic of events thus plainly shows that ill-preparation has been not only no guarantee against war, but quite the reverse. Lack of preparedness often becomes a pressing invitation. The great Chinese Empire, at one time a mighty martial power, five hundred years ago adopted a policy of non-resistance. It took centuries for the outside world to discover her weakness, but once discovered, the partition of China immediately began and has proceeded with alacrity ever since the China-Japanese war of 1894.

Within the past year I have heard men of prominence say that they would rather belong to a nation of cowards and keep out of war than to be of an heroic people and be drawn into it. A professor in one of the largest Eastern universities recently said that he thought it would be a splendid thing if the United States should be roundly insulted and should not resent the insult. No doubt sometimes it is noble for an individual to submit calmly to personal indignity; but it does not follow that this is true of a nation. If an individual resents an offense, his resentment may be characterized as selfish, but if the men of a nation repel an attack upon their country or its honor, it is not so much the selfishness of individuals that prompt their acts as it is their desire to defend and support their nation and their firesides.

The law and life of nations are not far different from what they were in the days of Benjamin Franklin, who said if the American colonists made lambs of themselves the wolves would eat them. The lessons of the past year teach plainly that the wolf in the nature of nations is still very much alive.

**Military Impulse  
Instinct in Man**

The impulse toward the military is instinct in the nature of every man whose blood runs warm. But this military instinct does not imply a desire to wound and kill. The majority of those who have felt the martial call have a decided repugnance toward the suffering and destruction which war entails. But, it is argued, warfare is brutal, and the acts of soldiers often are brutal. The soldier who may be brutal is brutal by nature, regardless of his military training. It may be that the brutal mind is given greater play through contemplation of the possibilities that come to a soldier. If this be so, it is equally true that in the noble mind the possibilities of the heroic develop more highly and heroically. General Leonard Wood of the United States army says that those who are accustomed to use firearms are less likely to wish to be exposed as targets for the same.

Reasonable military training should make for better citizenship and finer patriotism. A few years ago at Ft. Meyer, on Arlington Heights, opposite the city of Washington, I witnessed the firing of the "sunset gun". As the soldiers saluted the flag, a West Pointer remarked to me that when a soldier offers this salute, "it goes into his very blood." The formality means little to the soldier compared with his devotion to the flag. This act was full of devoted spirit for the "stars and stripes". If military training can fill the soldier boy with the fire of zeal for his flag and for his country, which has a right to look to him for aid in time of need, as he looks to it for protection, it would be good for every man to have such training, and good for the whole nation. A nation



Corner of Auditorium at Willard School Used for Study Hall

is not great or small in proportion to the numbers of its people. It is great only as a mighty spirit animates its people to live greatly and if need be to die heroically. Persia with her millions was not a great nation, but Athens with her thousands was mighty because her spirit was great.

Preparedness does not mean an invitation to attack. An individual conscious of his power bears himself with such self-reliance that others hesitate to trifle with him. This is alike true of a nation. On the other hand a timid, pusillanimous nation by its very cowardice invites invasion by the strong and daring. The fate of a pusillanimous people is sooner or later to become a subject people. Were I not fully satisfied that general military training would lessen the likelihood of our nation going to war, I probably should not present this communication to the Board of Education. But, on this point I am satisfied, and being so satisfied I turn my attention to some of the benefits which come to youth through military training.

**May Be Crime  
Deterrent**

In the United States the crime rate has advanced with the growth of a licentiousness which is often miscalled freedom. In Australia where military training has become universal, the crime rate has rapidly declined. This is logical. Our reformatories and prisons are filled with those who are there chiefly because they never learned obedience, and through it self-control. The first duty of a soldier is to obey orders. If every boy could have this principle engrafted into his mind and make it a part of his practice, there would be fewer cases of discipline in the schools, fewer failures in studies; fewer juvenile disorderlies and fewer adult criminals. No one who does not know how to obey will ever learn how to command. Peter the Great drilled in the ranks of his guard as a common soldier in order that he might know later how to command. Had Frederick the Great not learned obedience, though that obedience was taught through terrific beatings adminis-

tered by his royal father, it is safe to assume that he never would have become the foremost leader of his time in Europe, in war and in peace. For this reason I am confident that some military training would be good for every boy.

We hear much of the "college slouch" and of his high school imitation. I am informed that in those colleges where military training is compulsory, the "slouch" has become a rapidly disappearing genus. The "slouch" is usually such in body because he is a slouch in mind, and has no dignity of thought. Punctuality, precision, courtesy, chivalry are no part of his equipment.

The pride of manly bearing and the habit of manly thought are natural results of military training. Leaving out of consideration the question of the likelihood of war, I submit whether military training of the people does not justify itself. In some foreign countries a measure of military training is given to the youth in part of their high school course. In this country such training has been given in connection with many high schools, and my information is that the results have been highly beneficial.

I feel that high school boys in the advanced classes should be given such military training as may be consistent with their age and development. It would develop in the boys the virtues of obedience, punctuality, precision, courtesy and chivalry, and along with their consciousness of their rights to the franchise it would develop what General Wood calls a sense of "corresponding obligation".

## THE SURVEY

The school year has been unusual in a number of respects. Before the case involving the Grade Teachers' Club had been passed upon by the Court of Appeals, the Cleveland Foundation decided to conduct a survey of the public schools of the city. Although events of the year had been of an unusually strenuous character before the Survey was decided upon, the Educational Department set



about to make itself of the greatest use possible to the investigators. Our attitude from the outset was that in the gathering of information everything sought by the surveyors should be readily and cheerfully forthcoming. In a meeting of the principals of all the schools and in meetings of teachers in each of the various districts the Superintendent bespoke the confidence and co-operation of the teachers in this work. The avowed purpose has been that we "should help the Survey to help the schools". At the same time it has been deemed improper to attempt to influence the Survey by volunteering information and suggestions. We have felt that the Survey should be free and should not be under the suspicion of undue influence by the school administration.

It has been our purpose and it will be our purpose to make use of the findings and recommendations of the Survey whenever possible to accomplish good for the schools.

### THE NORMAL TRAINING SCHOOL

A report of the Normal Training School activity, made by Principal R. W. Himelick, contains matter of much interest. It deals at some length with the distinctive local need which a city normal school meets, points the importance of the active co-operation of the elementary schools and high schools with it, and suggests a change in the secondary school course for those who plan to enter the home training school for teachers.

The report makes it evident that the Cleveland Normal Training School is not confining itself solely to training its students through a prescribed two-year course. "If the city spends the money to keep a student in the Normal School for two years," says the report, "from an economic standpoint it would seem wise to watch over her when she becomes a teacher until she is sure of herself." And this is what the principal and training teachers are doing. When the young graduates have been long enough in the



**Domestic Science Kitchen at Central High School**

work of teaching to know definitely some of the problems which, alone in a school room they must struggle with, their teacher friends of the Normal School are often able to render valuable assistance by virtue of visiting them at their work. On the other hand, some of the training teachers see reflected in their former students their own mannerisms and peculiarities. Thus these visits result in benefit to those supervising as well as to those supervised.

**The Cleveland  
School of Education**

The first term of the Cleveland School of Education, which was conducted last summer by the Board of Education and Western Reserve University at the Normal School and the University, was so successful that there is no hesitancy on the part of anyone concerned to predict a larger school and better session next year. More than ten per cent of the elementary teachers of Cleveland attended. Among these were many principals. It is doubtful if any other large city in the country equals this attendance of its teachers at summer school. Nor is this all. Many other Cleveland teachers attended summer sessions in more distant institutions. Thirty-seven attended Columbia University alone.

Extension courses to be conducted by members of the Normal School faculty will add still further to their usefulness.

The principal speaks of the splendid body of students at the Normal School; yet he sees room for improvement. So long as Cleveland is compelled to depend upon her Normal School for a large share of her new teachers it will be of great concern that the school shall be recruited from the best possible teaching material. One source of weakness has always been in making scholarship the sole test of admission. At present all those connected with the selection of proper candidates for this school are working on the problem of how a test of personality may be applied. Whenever proper importance can be attached

to this indefinable quality in the selection of the student body of a teachers' training school, an important problem will have been solved. The estimate of the high school principals and teachers as to the personality of their graduates and the possession by them of those other qualities which all teachers must have in order to succeed, will prove of inestimable value in selecting the most promising applicants.

"Some of our very best students intellectually," says the report, "do not have an adequate command of the English language. In some cases they are not familiar with American customs." The importance of this fact cannot well be overestimated. At present, with only a scholarship standard we are helpless, unless this standard shall be modified so as to require a high grade in English, and particularly oral English.

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## CLEVELAND NORMAL TRAINING SCHOOL

### Annual Report of the Principal

To J. M. H. Frederick,  
Superintendent of Schools.

Dear Sir:—

I wish herewith to submit my first annual report of the Cleveland Normal Training School.

Many reports of this kind are almost wholly statistical. That is not true of this one because we are not directly concerned with this phase of the subject. This does not mean that statistics are unimportant. I am, however, pleased to be able to confine our attention to the real work of the school.

### The City Normal

It is a question whether it would be wise for a city the size of Cleveland to depend upon outside agencies to prepare all its teachers. The problems of Cleveland are

specific in their character. It is necessary, for the best interest of the schools, to have a large number of people who understand these specific needs of a great and growing city. To acquire this understanding, the teachers must be trained through the system itself. Every state institution must give to its students a very general course. Such schools do not know where their graduates are to be located in the same way that the City Normal does. A graduate of a state institution who has given the major part of his attention to the work of the high school may be forced, through circumstances, to take an elementary school. The reverse may also be true. In some states an effort is made to obviate this by establishing a variety of courses, such as courses for primary teachers, courses for grammar grade teachers, etc. Even this will not solve the problem because the people who train these teachers cannot control their employment. While many may secure positions for which they are best fitted, yet a large percentage must take the positions offered.

The city normal has the advantage in this respect. It can determine in a scientific way, by considering the number of new teachers employed in previous years, just where teachers will be needed. The city therefore can prepare its teachers for rather specific work. It is unfair to the teacher who prepares for one grade to place her in another. She must then master new methods and is liable to become confused in the very beginning.

The question of "inbreeding" has been very much over-emphasized. In my judgment careful study of this problem would show that the greatest amount of inbreeding is going on in the rural communities and small cities. There are such diversified interests in the city that the experience of the students in the schools has a much broader outlook on life than has the student from the country. The training of the country boys and girls deals more largely with the problem of rural life than does the training in the city schools with purely urban life.

In other words, I believe that the teacher who goes out from the city normal school into the schools of the city, takes with her a richer and more varied experience than the one who goes from a state normal back to the rural community. If this is so, then the inbreeding is greater in the country than in the city.

I fully believe in an exchange. It adds new life and vitality; not necessarily efficiency. We are very inconsistent many times in our educational doctrines. We emphasize the necessity of preparation, and at the same time employ a teacher who knows nothing of the life which she is to direct. We do this because book knowledge is the only thing as yet which counts in rating the efficiency of the teacher. If it is important for me to know my problem, then I must be familiar with the homes from which the children come. If my training has been in another field, how can I know the real conditions of the school? It means that I must complete my training at the expense of the children. The proper way to handle this question would be to place these teachers from the outside under competent teachers to master this phase of the work.

### **General Entrance Requirements**

It is self-evident that unless the Normal School has good material upon which to work the product which it turns out will not be first-class. It is probably impossible to adopt any system of entrance requirements that will select only the best. But I am convinced that this is one of the vital problems and should receive the attention of all who are interested in the training of the teachers. I also wish to emphasize the fact that the Normal School is not the only factor that is concerned with teachers' training. The high schools, elementary schools, and the entire supervisory force are equally responsible. Each should make its contribution.

So long as the course in the Normal School is two years in length, it will be impossible to do any great amount of academic work. The professional work should consume the most of this time. It requires time for a person to master the art of teaching. This of necessity constitutes the greater part of the work. Granting this, it follows that the high schools should co-operate in giving the academic work necessary for successful teaching which will form a satisfactory basis of the art side.

We meet here opposition from some who say that the Normal School should take the student from the high school and build upon this foundation. This should be so in a general normal school. It is not necessary under existing conditions in Cleveland. We have our special technical schools where a differentiation of the work of the student is begun. Every argument would be in favor of starting this differentiation with those who intend to teach. We cannot take all that apply for admission. We should always be sure of having enough to fill up our classes. There is, therefore, no valid reason why certain academic work that is essential for the teacher should not be mastered in our high schools.

### **Preliminary Preparation**

In view of what has been said above, I would recommend that courses in the following subjects be given in the Junior and Senior years of the high schools. I would also recommend that students meet all of these requirements before applying for admission to the Normal School. As our course is prescribed, there is no opportunity for students to make up back work without impairing their standings in other subjects.

1. One semester in Arithmetic.
2. One semester in United States History.
3. One semester in United States Geography.
4. One semester in Drawing.
5. One semester in Music.



**First Grade Folk Games at Bolton School**



### **Our Students**

We have an exceptionally fine student body. In the majority of cases the girls are earnest, hard workers. They seem to be in the Normal with a definite purpose in mind. In view of the fact that such a very large percentage do teach at least one year, it is clear that our students start into the school with no other purpose than to engage in teaching when their course is completed.

There is, however, one problem that is a matter of concern. On account of the large number of people from foreign countries, we must expect a number of our students to be poorly prepared to speak the English language. Some of our very best students, intellectually, do not have an adequate command of the English language. In some cases they are not familiar with American customs. To make teachers from such people requires more time than we now have at our command. These students should spend more time upon the English language and in observation of American customs.

Our students have very few disturbing influences. They are here for work. Our present arrangements keep them in the school all day and they cannot help imbibing the school atmosphere.

### **The Library**

A good library is absolutely essential to a good normal school. We need to know what has already been done in all lines of educational work in order to direct our own efforts along advance lines, instead of repeating the failures of others. During the past year the Board of Education has been very generous in the number of sets of books purchased. Besides these sets a large number of the very best professional books have been placed upon the shelves. We still need a large number of the latest books for the various departments. In many cases we are in need of several duplicate copies. Our work is of

such a nature that many times it is necessary for a large number of students to read the same reference. We have doubled the size of the library room. This will increase the efficiency of our work materially. We find already that an increasing number of students are using the library as a study hall.

As soon as the new wall cases are completed, we shall have adequate room for all books. We hope that we may soon have the children's books, which were ordered during the summer. This list was made out with considerable care, and I feel that it will be a means of determining the very best books to be placed in our schools. We desire our students to be familiar with the very best juvenile literature. When they go into the schools, they will know what to urge the children to read.

### **Educational Experiments**

The word "experiments" is used here for lack of a better term to describe some of the things we are doing.

The Observation and Training Schools afford good opportunity to try out problems that are prominently before the educational world. In these experiments, we deal very largely with the methods of handling various subjects. Such work as this should prove a great saving in a city like Cleveland. The best way of handling any problem may in this way be determined before any great amount of money is expended for unnecessary equipment.

### **Vocational Guidance**

I shall mention three problems upon which our teachers are working at present.

Vocational guidance is a question that is being discussed a great deal in educational meetings, but very little is being done in the schools to apply it practically. Where it is adopted it is applied to high school pupils. In this way only a small proportion are reached, because about

cighty-five per cent of children do not reach the high schools. In the light of this fact we intend to conduct some systematic work in the training schools. The emphasis will be placed upon grades Six, Seven and Eight. We expect to determine what occupations the children have in mind and know most about. The teacher may then add a few occupations to the list. The problem will be to have the children become familiar with the preparation necessary to insure reasonable success. It is our intention to invite to the school men and women who have been successful, to give to the children the advantage of their experiences. In the majority of cases, the boys and girls will be separated for this work. We expect to invite some good mothers to talk with the girls about the home and home-making. All of this work will be carried on in a systematic way. The children will work out very carefully what preparation is needed to enter the various occupations. This, of course, will give them a chance to know whether the difficulties are too great for them to surmount.

### **Independence**

We are all conscious of the fact that there is a tendency on the part of the teacher to do too much for the children. The entire training faculty is bending every effort to make the children independent. We hope to develop an ever increasing tendency on the part of the child to stand on his own feet. We want him to learn to think and act for himself.

### **Reading**

We shall continue our effort to increase the volume of reading in grades Six, Seven and Eight. We accomplished considerable last year by giving more attention to silent reading and less to the oral expression and the old type of analysis. We are making an effort to have the children "read to learn" just as soon as they have "learned to read".

### **The Normal School and the City Teachers**

The Normal School should do more than prepare teachers to enter the profession. It should be of service to those who are teaching. It is probably true that the standard of the schools can be elevated more by the work done with the teachers while in service than in any other way. Such a scheme is a happy mixing of theory and practice. The Normal School should stand ready to give to the teachers any information that will throw light upon the difficulties they are meeting in the school room. Such work would not in any way conflict with supervision. It should also plan advance courses for the teachers. Many teachers have become interested in special phases of school work, such as: The Education of the Girl; Industrial Education; All-Year-Round School; Evening Schools; etc. The Normal School fulfills its mission when it helps teachers to acquire information upon any subject in which they are interested.

### **Additional Room**

The present capacity of the Normal School is taxed. It is only a question of a short time when room will be required. We shall need additional room the coming year to take care of the Junior High School.

### **Follow Up Systems**

This is probably a very poor term to use in this connection. But what I have in mind is to watch over the work of the graduates until they are well established in the schools.

If the city spends the money to keep a student in the Normal School for two years, from an economic standpoint it would seem wise to watch over her when she becomes a teacher until she is sure of herself. Otherwise, the money spent on her training may be lost. It is impossible for any school to make a perfect teacher in so

short a time as is covered by the Normal School course. What we need is to continue her training until there is no danger of her making a failure.

We are attempting to accomplish this by what we call the "follow up system". During the past year our teachers visited the class of 1914, and many of the graduates of the earlier classes. From the testimony of the teachers, as well as of supervisors and principals, I am confident that those visits meant much to these inexperienced teachers. In some cases, the principals were given an insight into the life of the young teacher that would have taken weeks to acquire without such visits. It also gave the girl more confidence in herself. She was made to realize that the supervisory force can render her the greatest service when she makes her specific needs known to them. The girls have been impressed as to the value of supervision. I believe that they realize that the best supervision is possible when the supervised takes the initiative.

These visits were also beneficial to the Normal and training teachers. They discovered some things that should be emphasized more while training the girls. It is necessary for the training teachers to keep in close touch with the work of all the schools of the city. These visits are very helpful to bring this about. Through them we all become better acquainted. We see in a large way the real problems of education. I trust that these visits may be the means of bringing the supervisors, principals and teachers to know better the problems of the Normal School.

### **Our Teachers**

I feel that this report would be incomplete without some reference to the splendid work of the entire faculty. In our faculty we include all of the training and observation teachers. Unless this were so, we could not have the united effort that is necessary to do the work which the Normal School has to do. I believe that without

exception, the teachers are doing their best. They are interested in the work and are bending every effort to train efficient teachers. Miss Andrix, of Columbia Teachers' College, and Miss Cowden, of the Athens Training School, have been added to the training force. The principals desired to bring some teachers from the outside. These teachers come to us fresh from the other educational fields and thereby add new life to our faculty.

### **Junior High Schools**

I am pleased to report that the work of organization of our Junior High School is progressing very satisfactorily. We are planning to make the greatest change in the Seventh Grade. This will enable us to bring about a greater modification in the Eighth Grade the coming year. I have asked the members of the Normal Faculty to assist in this work. Through their co-operation we hope to get a different type of English work. The students will have a greater opportunity for expression. In other words we hope to talk less "about" English work and "do" more. We hope to be able to increase the volume of reading. What our students need is a greater mass of experience which can be used in the interpretation of everyday problems. We have in mind a complete modification of the course in order to make it meet the needs of our students. Our students have elected to take the manual training and domestic science work. There seems to be very little demand for the languages.

Our teachers are at work upon the science course. This is probably the most difficult problem so far as the course of study is concerned. Elementary science has been on the educational horizon many times. It has also disappeared an equal number of times. The establishment of the junior high school has brought the subject once more into the curriculum. It is my opinion that this work must be psychological, or adapted to the needs of the child. We must elect something that touches the

environment of the child, and which is within the ability of the teacher to teach.

### **Educational Museum**

The Educational Museum of the Cleveland Schools was established in 1909 to provide some of the illustrative materials that are necessary to give the children practical ideas of the common school subjects. The materials have been collected and organized at the Normal School, from which they are distributed to the various city schools. The Museum has steadily grown in use, and last year eighty-four of the elementary schools utilized the materials in their regular school exercises. At present the collection consists of nearly 200 sets of raw materials and manufacturing products, 3,000 pictures, 1,000 lantern slides, 100 wall charts, 200 stencils, 2,000 postal cards, 1,000 art pictures, pamphlets, practical outlines and many booklets.

Many other cities of the country have in the last few years been experimenting and developing school museums. Among the various institutions that do definite work in this field are: The Philadelphia Museum, Educational Museum of St. Louis, Mo., Children's Museum in New York, School Museum at Normal, Ill., Fairbank Museum, Vt., Educational Museum of Columbia University, Field Museum in Chicago.

The schools of St. Louis are supplied with illustrative materials from an educational museum which has more than 22,000 cases of materials. Educational authorities of this country have fully approved the St. Louis plan of providing the teacher and pupils with illustrative materials. The Chicago schools are supplied with some materials from the Field Museum. At present most of the Chicago material consists of elaborate sets of mounted birds. These sets are enclosed in glass cases and are accompanied by a brief printed descriptive circular. The Chicago plan has proved very expensive, and as yet does not reach the elementary school subjects.

The Educational Museum of the Cleveland Schools aims to furnish illustrative materials of use in all the elementary studies. The materials have been chosen because of their vital relation to nature study, history, reading, language work, geography, manual training, domestic science, art, physiology, number work and elementary school science. The illustrative materials are not of the museum exhibition type, but each set is prepared by experts fully acquainted with the needs of the common schools. Thus, each collection is provided with an outline, reading matter, pictures, raw materials, and forms working material that children use in their school work. Dr. W. A. Jessup, of the Cleveland Foundation, has said: "The organization of your illustration sets accompanied by definite reading matter is excellent."

The students of the Normal School, who are soon to be active teachers, receive training in the use and preparation of all these materials. The teachers of Cleveland are very enthusiastic and their requests for materials have far exceeded the supply.

The Educational Museum is one of the practical activities by means of which the Normal School may aid the teacher in the service by new methods and devices.

Below are some of the statistics of the Educational Museum:

	1914-15	1913-14	
Total Schools Served.....	84	72	Gain 19%
Total orders for Materials..	2808	1709	Gain 29%
Cost of Delivery.....	\$223	\$263	Decrease \$40

Decrease in cost due to lower contract rate per school and establishment of regular delivery days.

Following is a list of schools whose orders total fifty or more:



Willard .....	268
Parkwood .....	75
Mt. Pleasant.....	135
Landon .....	93
Observation .....	89
Marion .....	54
Miles .....	53
Sowinski .....	52
Woodland .....	59

**TABLE I****Enrollment of Ages**

Ages	1911	1912	1913	1914	1915
16 .....		3	5		
17 .....	7	24	24	22	51
18 .....	55	48	79	79	79
19 .....	72	59	49	76	75
20 .....	18	31	24	12	25
21 .....	7	9	10	6	6
22 .....	7	3	3	3	9
23 .....	1	1	5	3	2
24 .....	5		1	1	1
25 .....	1			1	1
26 .....				2	
31 .....			1	1	1
32 .....	1				
33 .....	1	1			
35 .....		1	1		
36 .....					1
38 .....	1				
Totals .....	176	180	202	206	251
Average age....	19 9/25	18 8/9	18 8/10	18 8/10	18 3/4

The enrollment for 1915 indicates that the girls are younger than in the previous years. With the exception of the year 1913 there has been a gradual decrease in the average age. This makes a difference of almost one year since 1911.

**TABLE II****Average Enrollment Per Teacher**

1912 - 1913.....	17
1913 - 1914.....	20
1914 - 1915.....	24

These figures indicate that the per capita cost will be lower than in previous years.

Respectfully submitted,

R. W. HIMELICK,  
Principal Normal Training Schools.

## PART II

### GENERAL REPORT FOR SCHOOL YEAR 1914-15

#### GENERAL STATISTICS

##### Normal School

Total registration .....	276
Average monthly enrollment.....	229.5
Average daily attendance.....	220.9
Number teachers (exclusive of training teachers and principal)....	10.9
†Average number of pupils per teacher (on registration).....	25.3
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$73.54
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$88.44

##### Academic High Schools

Number (6 and 1 branch).....	7
Total registration .....	*5,577
Average monthly enrollment.....	4,746.7
Average daily attendance.....	4,452.1
Number whole-time teachers (exclusive of principals).....	211.9
Number teachers (when two having all double periods are counted as one, according to Board Rule).....	198.2
†Average number of pupils per teacher (on Board Rule count and on registration) .....	28.1
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$62.45
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$73.37

##### Technical High Schools

Number .....	2
Total registration .....	*3,235
Average monthly enrollment.....	2,598.7
Average daily attendance.....	2,510.1
Number whole-time teachers (exclusive of principals).....	124.3
Number teachers (when two having all double periods are counted as one, according to Board Rule).....	95.2
†Average number of pupils per teacher (on Board Rule count and on registration) .....	33.9
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$55.77
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$69.43

\*High School registration includes 1,306 pupils promoted from elementary to high school at beginning of the second semester, divided as follows: Academic 625, Technical 532 and High School of Commerce 149. As these students had been enrolled in the elementary schools, they are not counted again in the total enrollment. 9,803 represents the number of individuals entering the high schools during the year.

†Average number of pupils per teacher is figured on annual enrollment, which includes all students entered during the year, all graduates, all leavings and withdrawals.

**High School of Commerce**

Number (1 and 1 branch).....	2
Total registration .....	*991
Average monthly enrollment.....	839.1
Average daily attendance.....	804.4
Number whole-time teachers (exclusive of principal).....	35.2
Number teachers (when two having all double periods are counted as one, according to Board Rule).....	31.9
†Average number of pupils per teacher (on Board Rule count and on registration) .....	31.0
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$65.52
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$77.38

**Regular Elementary Schools**

Number .....	96
Total registration .....	77,494
Average monthly enrollment.....	70,557.6
Average daily attendance.....	67,235.0
Number teachers (exclusive of principals).....	1,909.44
Regular teachers .....	1,797.6
Special teachers .....	111.84
German .....	50.8
Manual Training .....	27.7
Domestic Science .....	29.6
Physical Training .....	3.7
†Average number of pupils per teacher (on registration and regular teachers) .....	43.0
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$23.33
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$25.63

**Schools for Backward Children**

Number .....	13
Total registration .....	**318
Average monthly enrollment.....	244.3
Average daily attendance.....	232.5
Number teachers .....	13
†Average number of pupils per teacher.....	24.4
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$24.44
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$31.82

\*\*Not including 12 students who were returned to regular schools during the semester.

\*High School registration includes 1,306 pupils promoted from elementary to high school at beginning of the second semester, divided as follows: Academic 625, Technical 532 and High School of Commerce 149. As these students had been enrolled in the elementary schools they are not counted again in the total enrollment. 9,803 represents the number of individuals entering the high schools during the year.

†Average number of pupils per teacher is figured on annual enrollment which includes all students entered during the year, all graduates, all leavings and withdrawals.

**Schools for the Blind**

Number .....	6
Total registration .....	58
Average monthly enrollment.....	46.8
Average daily attendance.....	42.6
Number teachers .....	6
†Average number of pupils per teacher.....	9.6
Per capita cost of instruction (exclusive of maintenance and salary of supervisor and on registration).....	\$109.55
Per capita cost of instruction (exclusive of maintenance and salary of supervisor and on average monthly enrollment).....	\$135.77

**Boys' School**

Number .....	1
Total registration .....	413
Average monthly enrollment.....	224.6
Average daily attendance.....	193.9
Number of teachers (exclusive of principal).....	11.1
†Average number of pupils per teacher (on registration).....	37.2
Per capita cost of instruction, (exclusive of maintenance and on registration) .....	\$35.37
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$65.05

**Detention School**

(In connection with Boys' School)

Total registration .....	590
Average monthly enrollment.....	75.8
Average daily attendance.....	36.9
Number teachers .....	2
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$2.47

**School for Crippled Children**

Number .....	1
Total registration (including 23 kindergarten students).....	115
Average monthly enrollment.....	88.3
Average daily attendance.....	81.6
Number teachers (exclusive of principal).....	5.7
†Average number of pupils per teacher (on registration).....	20.1
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$49.08
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$63.92

**School for Deaf**

Number .....	1
Total registration (including 7 kindergarten students).....	117
Average monthly enrollment.....	108.9
Average daily attendance.....	98.3
Number teachers (exclusive of principal).....	13.6
†Average number of pupils per teacher (on registration).....	8.6
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$108.39
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$116.45
†Average number of pupils per teacher is figured on annual enrollment, which includes all students entered during the year, all graduates, all leavings and withdrawals.	

**Defective Schools**

Number .....	20
Total registration .....	436
Average monthly enrollment.....	333.6
Average daily attendance.....	308.8
Number of teachers.....	25
†Average number pupils per teacher (on registration).....	17.4
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$42.06
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$54.97

**Elementary Industrial School**

Number .....	1
Total registration .....	282
Average monthly enrollment.....	213.8
Average daily attendance.....	198.9
Number teachers .....	11.4
†Average number of pupils per teacher (on registration).....	24.7
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$47.74
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$62.97

**Foreign Schools**

Number .....	21
Total registration .....	**510
Average monthly enrollment.....	534.9
Average daily attendance.....	492.8
Number teachers .....	20.6
†Average number pupils per teacher (on registration).....	24.7
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$34.22
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$32.63

\*\*Not including 55 students who were returned to regular school during semester.

**Epileptic School**

Number .....	1
Total registration .....	13
Average monthly enrollment.....	10
Average daily attendance.....	9.4
Number teachers .....	1
†Average number pupils per teacher (on registration).....	13
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$73.40
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$95.42

†Average number of pupils per teacher is figured on annual enrollment, which includes all students entered during the year, all graduates, all leavings and withdrawals.

**Open Air Schools**

Number .....	8
Total registration .....	**233
Average monthly enrollment.....	211.9
Average daily attendance.....	197.5
Number teachers .....	8
†Average number of pupils per teacher (on registration).....	29.2
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$28.75
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$31.62

**Girls' Farm Detention School**

Number .....	1
Total registration .....	18
Average monthly enrollment.....	12
Average daily attendance.....	12
Number teachers .....	1
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$15.35
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$23.02

**Tuberculosis Tent Colony**

Number .....	1
Total registration .....	41
Average monthly enrollment.....	29.8
Average daily attendance.....	25
Number teachers .....	1
†Average number pupils per teacher (on registration).....	41
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$21.95
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$30.20

**Kindergartens**

Number .....	88
Total registration (not including 7 Deaf and 23 Crippled).....	7,231
Average monthly enrollment.....	6,270.3
Average daily attendance.....	5,612.7
Number teachers .....	173
†Average number pupils per teacher (on registration).....	41.8
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$18.26
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$21.05

\*\*Not including 2 students returned to regular schools during semester.

†Average number of pupils per teacher is figured on annual enrollment, which includes all students entered during the year, all graduates, all leavings and withdrawals.

**Evening High Schools**

Number .....	7
Total registration .....	4,311
Academic High .....	1,498
High School of Commerce.....	559
Technical High .....	2,254
Average daily attendance (by classes).....	2,819.1
Number of teachers (exclusive of supervisor).....	161
Average number of pupils per teacher (on registration).....	26.7
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$5.99

**Evening Elementary Schools**

Number Classes .....	132
Total registration .....	11,383
Average daily attendance.....	3,883
Number of teachers (exclusive of supervisor).....	132
Average number pupils per teacher (on registration).....	86.2
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$2.24

**Summer Academic High School**

Number .....	1
Total registration .....	1,123
Average monthly enrollment.....	1,068
Average daily attendance.....	1,001
Number teachers (whole-time).....	31.6
Average number pupils per teacher (on registration).....	35.6
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$7.83
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$8.24

**Summer High School of Commerce**

Number .....	1
Total registration .....	411
Average monthly enrollment.....	402
Average daily attendance.....	391.2
Number teachers (whole-time).....	17
Number teachers (Board Rule count).....	15.8
Average number pupils per teacher (on Board Rule count and on registration) .....	26
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$11.80
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$12.06



**Summer Technical High Schools**

Number .....	2
(One class in agriculture held at West Technical)	
Total registration .....	649
Average monthly enrollment.....	588.9
Average daily attendance.....	568.7
Number teachers (whole-time).....	48.3
Number teachers (Board Rule count).....	30.76
Average number pupils per teacher (on Board Rule count and on registration) .....	21.1
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$12.99
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$14.32

**Summer Regular Elementary Schools**

Number .....	14
Total registration .....	3,377
Average monthly enrollment.....	3,152.9
Average daily attendance.....	2,893.9
Number teachers and principals.....	117
Average number pupils per teacher (on registration).....	28.8
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$3.86
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$4.13

**Summer School for Blind**

Number .....	1
Total registration .....	9
Average monthly enrollment.....	9
Average daily attendance.....	8.7
Number teachers .....	1
Average number pupils per teacher (on registration).....	9
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$12.44
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$12.44

**Summer Foreign Schools**

Number .....	10
Total registration .....	267
Average monthly enrollment.....	255.6
Average daily attendance.....	225.3
Number teachers .....	10
Average number pupils per teacher (on registration).....	26.7
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$4.07
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$4.25

**Summer Schools for Backward Children**

Number .....	2
Total registration .....	63
Average monthly enrollment.....	59.1
Average daily attendance.....	56.1
Number teachers .....	2
Average number pupils per teacher (on registration).....	31.5
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$3.55
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$3.79

**Summer Open Air Schools**

Number .....	3
Total registration .....	140
Average monthly enrollment.....	137.1
Average daily attendance.....	109.3
Number teachers .....	3
Average number pupils per teacher (on registration).....	46.6
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$2.40
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$2.45

**Summer Tuberculosis Tent Colony**

Total registration .....	35
Average monthly enrollment.....	33.6
Average daily attendance.....	32.1
Number teachers .....	1
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$3.20
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment).....	\$3.33

**Summer Detention School**

Total registration .....	203
Average daily attendance.....	43.5
Number teachers .....	1
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$1.48

**Summer Girls' Farm Detention School**

Total registration .....	14
Average monthly enrollment.....	13
Average daily attendance.....	13
Number teachers .....	1
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$8.00

**Summer Playgrounds**

Total registration .....	6,735
Average daily attendance .....	3,334
Number teachers (exclusive of supervisors).....	30
Average number pupils per teacher (on registration).....	224.5
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$0.68

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Total
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# ESTER

Total
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34
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4821.9

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**SPECIAL STATISTICS****All High Schools****Table I****Enrollment and Attendance**

	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Total	Boys	Girls	Total
*Enrollment.....	4176	4002	8178	4531	4286	8817
‡Leaving.....	24	27	51	14	27	41
†Withdrawals.....	277	197	474	413	208	621
Enrollment at date this report...	3875	3778	7653	4104	4051	8155
Average daily attendance.....	3769.5	3633.1	7402.6	4162.3	4041.7	8204.
Average monthly enroll.....	4022.0	3885.2	7907.2	4299.	4163.0	8462.

**Academic High Schools****Table I (a)****Enrollment and Attendance**

	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Total	Boys	Girls	Total
*Enrollment.....	2213	2564	4777	2314	2655	4969
‡Leaving.....	16	24	40	12	22	34
†Withdrawals.....	136	104	240	164	92	256
Enrollment at date this report...	2061	2436	4497	2138	2541	4679
Average daily attendance.....	1972.	2326.7	4298.7	2114.3	2491.3	4605.6
Average monthly enroll.....	2154.8	2516.8	4671.6	2224.4	2597.5	4821.9

\*Less all transfers.

‡Leaving for private, parochial and public schools other than of Cleveland.

†Dropping from all educational institutions whatsoever.

## High School of Commerce

Table I (b)

## Enrollment and Attendance

	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Total	Boys	Girls	Total
*Enrollment.....	257	558	815	283	621	904
‡Leaving.....	2	0	2	.....	1	1
†Withdrawals.....	10	32	42	24	28	52
Enrollment at date this report...	245	526	771	259	592	851
Average daily attendance.....	241.1	519.9	761.0	262.3	585.5	847.8
Average monthly enroll.....	247.2	534.4	781.6	279.2	617.4	896.6

## Technical High Schools

Table I (c)

## Enrollment and Attendance

	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Total	Boys	Girls	Total
*Enrollment.....	1706	880	2586	1934	1010	2944
‡Leaving.....	6	3	9	2	4	6
†Withdrawals.....	131	61	192	225	88	313
Enrollment at date this report...	1569	816	2385	1707	918	2625
Average daily attendance.....	1556.5	786.5	2343.0	1762	915.2	2677.2
Average monthly enroll.....	1620	834	2454.0	1795.4	948.1	2743.5

\*Less all transfers.

‡Leaving for private, parochial and public schools other than of Cleveland.

†Dropping from all educational institutions whatsoever.

**Table II**  
**Distribution of Enrollment, Number Leaving, Withdrawals—By Courses and Classes**  
**Academic High Schools**

FIRST SEMESTER															
D			C			B			A			TOTAL BY CLASSES			
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Classical:															
Enrollment.....	214	191	405	158	177	335	144	184	328	122	147	269	638	699	1337
Leaving.....	4	0	4	2	3	5	0	2	2	2	0	2	8	5	13
Withdrawals.....	10	9	19	5	4	9	7	2	9	7	1	8	29	16	45
Enrollment at date this report.....	200	182	382	151	170	321	137	180	317	113	146	259	601	678	1279
Non-promoted.....	33	21	54	19	23	42	18	6	24	8	10	18	78	60	138
Scientific:															
Enrollment.....	523	635	1158	463	508	971	321	366	687	268	356	624	1575	1865	3440
Leaving.....	5	8	13	0	6	6	3	3	6	0	2	2	8	19	27
Withdrawals.....	50	34	84	30	32	62	20	15	35	7	7	14	107	88	195
Enrollment at date this report.....	468	593	1061	433	470	903	298	348	646	261	347	608	1460	1758	3218
Non-promoted.....	85	46	131	95	45	140	49	29	78	32	27	59	261	147	408





**Table III**  
**Distribution of Enrollment, Number Leaving, Withdrawals—By Courses and Classes**  
**High Schools of Commerce**

FIRST SEMESTER																		SECOND SEMESTER																	
D						C						B						A						TOTAL BY CLASSES											
Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total		Boys		Girls		Total							
Enrollment.....	99	234	333	66	125	191	58	111	169	34	88	122	257	558	815	113	260	373	66	150	216	64	107	171	40	104	144	283	621	904					
Leaving.....	1	0	1	1	0	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...					
Withdrawals.....	5	14	19	0	10	10	4	6	10	1	2	3	10	32	42	12	16	28	5	6	11	7	5	12	...	...	...	...	...	...					
Enrollment at date this report.....	93	220	313	65	115	180	54	105	159	33	86	119	245	526	771	101	243	344	61	144	205	57	102	159	40	103	143	259	592	851					
Non-promoted.....	13	21	34	10	22	32	11	14	25	1	2	3	35	59	94	20	43	63	9	35	44	9	16	25	1	7	8	39	101	140					



**Table III**  
**Distribution of Enrollment, Number Leaving, Withdrawals—By Courses and Classes**  
**High Schools of Commerce**

FIRST SEMESTER															
	D			C			B			A			TOTAL BY CLASSES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Enrollment.....	99	234	333	66	125	191	58	111	169	34	88	122	257	558	815
Leaving.....	1	0	1	1	0	1	...	...	...	...	...	...	2	0	2
Withdrawals.....	5	14	19	0	10	10	4	6	10	1	2	3	10	32	42
Enrollment at date this report.....	93	220	313	65	115	180	54	105	159	33	86	119	245	526	771
Non-promoted.....	13	21	34	10	22	32	11	14	25	1	2	3	35	59	94

SECOND SEMESTER															
	D			C			B			A			TOTAL BY CLASSES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Enrollment.....	113	260	373	66	150	216	64	107	171	40	104	144	283	621	904
Leaving.....	...	1	1	...	...	...	...	...	...	...	...	...	...	1	1
Withdrawals.....	12	16	28	5	6	11	7	5	12	...	1	1	24	28	52
Enrollment at date this report.....	101	243	344	61	144	205	57	102	159	40	103	143	259	592	851
Non-promoted.....	20	43	63	9	35	44	9	16	25	1	7	8	39	101	140

Table V—continued

## SECOND SEMESTER

AGES	D			C			B			A			TOTAL BY AGES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.....	3	...	3	...	...	...	...	...	...	...	...	...	3	0	3
12 ".....	22	32	54	0	1	1	...	...	...	...	...	...	22	33	55
13 ".....	198	250	448	30	18	48	0	2	2	0	1	1	228	271	499
14 ".....	605	677	1282	180	203	383	21	17	38	1	0	1	807	897	1704
15 ".....	575	479	1054	370	429	799	110	158	268	19	23	42	1074	1089	2163
16 ".....	282	173	455	375	300	675	276	312	588	102	161	263	1035	946	1981
17 ".....	90	25	115	157	102	259	249	200	449	223	310	533	719	637	1356
18 ".....	25	10	35	57	25	82	133	65	198	226	194	420	441	294	735
19 ".....	3	4	7	19	6	25	35	17	52	92	63	155	149	90	239
20 ".....	5	1	6	1	2	3	16	7	23	31	19	50	53	29	82
Total by classes.....	1808	1651	3459	1189	1086	2275	840	778	1618	694	771	1465	4531	4236	8817
Below normal age.....	223	282	505	210	222	432	131	177	308	122	185	307	686	866	1552
Normal age.....	1180	1156	2336	745	729	1474	525	512	1037	449	504	953	2900	2901	5801
Above normal age.....	405	213	618	234	135	369	184	89	273	123	82	205	945	519	1464

**Table V (a)**  
**Distribution of Enrollment by Ages and Classes**  
**Academic High Schools**

[illegible]

Table V (a)—continued

## SECOND SEMESTER

AGES	D			C			B			A			TOTAL BY AGES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.....	2	0	2	...	...	...	...	...	...	...	...	...	2	0	2
12 ".....	15	29	44	0	1	1	...	...	...	...	...	...	15	30	45
13 ".....	108	176	284	24	18	42	0	2	2	0	1	1	132	197	329
14 ".....	206	360	566	116	154	270	16	11	27	1	0	1	420	525	954
15 ".....	227	240	467	216	268	484	78	114	192	15	18	33	536	640	1176
16 ".....	100	67	167	168	161	329	160	230	390	70	132	202	498	590	1088
17 ".....	29	8	37	63	54	117	132	128	260	148	218	366	372	408	780
18 ".....	8	3	11	20	8	28	64	44	108	139	139	278	231	194	425
19 ".....	2	2	4	7	1	8	11	8	19	48	44	92	68	55	123
20 ".....	5	0	5	1	2	3	8	1	9	17	13	30	31	16	47
Total by classes.....	792	885	1677	615	667	1282	480	538	1007	438	565	1003	2314	2655	4969
Below normal age.....	125	205	330	140	173	313	94	127	221	86	151	237	445	656	1101
Normal age.....	523	600	1123	384	429	813	292	358	650	287	357	644	1487	1744	3231
Above normal age.....	144	80	224	91	65	156	83	53	136	65	57	122	382	255	637

Table V (b)  
Distribution of Enrollment by Ages and Classes  
High Schools of Commerce

AGES	FIRST SEMESTER										TOTAL BY AGES		
	D		C		B		A		Total		Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Total			
11 Years.....	...	...	...	...	...	...	...	...	...	...	...	...	...
12 ".....	2	0	2	...	...	...	...	...	...	...	2	0	2
13 ".....	4	20	24	...	...	...	...	...	...	...	4	20	24
14 ".....	39	105	144	4	11	15	0	2	2	...	43	128	171
15 ".....	25	82	107	27	53	80	8	15	23	5	01	154	215
16 ".....	20	22	42	19	44	63	27	44	71	27	76	117	193
17 ".....	9	4	13	10	15	25	13	38	51	49	45	93	138
18 ".....	0	1	1	4	2	6	7	8	15	35	18	39	57
19 ".....	...	...	...	2	0	2	2	2	4	6	7	5	12
20 ".....	...	...	...	...	...	...	1	2	3	...	1	2	3
Total by classes.....	99	234	333	66	125	191	58	111	169	88	257	558	815
Below normal age.....	6	20	26	4	11	15	8	17	25	21	29	69	98
Normal age.....	64	187	251	46	97	143	40	82	122	64	170	430	600
Above normal age.....	29	27	56	16	17	33	10	12	22	3	58	59	117





Table V (c)  
Distribution of Enrollment by Ages and Classes  
Technical High Schools

AGES	FIRST SEMESTER										TOTAL BY AGES		
	D		C		B		A		Total		Boys	Girls	Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls			
11 Years	...	...	...	...	...	...	...	...	...	...	...	...	...
12 "	4	3	7	...	...	...	...	...	...	...	4	3	7
13 "	52	38	90	2	2	...	...	...	...	...	54	38	92
14 "	263	178	443	39	19	58	2	1	3	1	307	198	505
15 "	284	133	397	126	99	225	21	10	31	...	411	242	653
16 "	162	59	221	160	79	239	77	42	119	20	419	194	613
17 "	37	18	55	104	37	141	94	31	125	48	283	116	399
18 "	9	4	13	37	15	52	45	12	57	61	152	57	209
19 "	4	1	5	8	3	11	14	2	16	31	57	18	75
20 "	2	1	3	3	0	3	2	3	5	11	18	12	30
21 "	...	...	...	...	...	...	0	1	1	1	1	2	3
22 Years and over	799	435	1234	479	252	731	255	102	357	173	1706	840	2546
23 Years and over	36	41	97	41	19	60	23	11	34	21	141	65	226
24 Years and over	329	311	840	286	178	464	171	73	244	109	1095	618	1713
25 Years and over	214	83	297	152	55	207	61	18	79	43	470	177	647

Table V (c)—continued

## SECOND SEMESTER

AGES	D			C			B			A			TOTAL BY AGES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.....	1	0	1	...	...	...	...	...	...	...	...	...	1	0	1
12 ".....	3	2	5	...	...	...	...	...	...	...	...	...	3	2	5
13 ".....	71	32	103	6	0	6	...	...	...	...	...	...	77	32	109
14 ".....	274	211	485	59	31	90	5	1	6	...	...	...	338	243	581
15 ".....	313	160	473	129	95	224	28	23	51	2	0	2	472	278	750
16 ".....	169	76	245	185	87	272	96	47	143	19	13	32	469	223	692
17 ".....	54	15	69	83	37	120	92	35	127	66	42	108	295	129	424
18 ".....	17	7	24	34	16	50	58	10	74	72	30	102	181	69	250
19 ".....	1	2	3	12	3	15	21	7	28	43	12	55	77	24	101
20 ".....	0	1	1	...	...	...	7	4	11	14	5	19	21	10	31
Total by classes.....	903	506	1409	508	269	777	307	133	440	216	102	318	1934	1010	2944
Below normal age.....	75	34	109	65	31	96	33	24	57	21	13	34	194	102	296
Normal age.....	587	371	958	314	182	496	188	82	270	138	72	210	1227	707	1934
Above normal age.....	241	101	342	129	56	185	86	27	113	57	17	74	513	201	714

**Table VI**  
**Source of New Pupils**  
**All High Schools**

	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Total	Boys	Girls	Total
Enrollment of new pupils.....	1016	975	1991	728	661	1389
From public elementary schools of Cleveland.....	756	706	1462	691	615	1306
From public elementary schools other than Cleveland.....	94	87	181	9	25	34
From all private schools.....	5	14	9	6	0	6
From all parochial schools.....	150	145	295	19	16	35
From other sources.....	11	23	34	3	5	8

**Table VI (a)**  
**Source of New Pupils**  
**Academic High Schools**

	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Total	Boys	Girls	Total
Enrollment of new pupils.....	443	549	992	313	342	655
From public elementary schools of Cleveland.....	352	438	790	294	331	625
From public elementary schools other than Cleveland.....	38	36	74	4	5	9
From all private schools.....	5	3	8	4	0	4
From all parochial schools.....	44	71	115	10	5	15
From other sources.....	4	1	5	1	1	2

Table V (c)—continued

## SECOND SEMESTER

AGES	D			C			B			A			TOTAL BY AGES		
	Boys		Total	Boys		Total	Boys		Total	Boys		Total	Boys		Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.....	1	0	1	...	...	...	...	...	...	...	...	...	1	0	1
12 ".....	3	2	5	...	...	...	...	...	...	...	...	...	3	2	5
13 ".....	71	32	103	6	0	6	...	...	...	...	...	...	77	32	109
14 ".....	274	211	485	59	31	90	5	1	6	...	...	...	338	243	581
15 ".....	313	160	473	129	95	224	28	23	51	2	0	2	472	278	750
16 ".....	169	76	245	185	87	272	96	47	143	19	13	32	469	223	692
17 ".....	54	15	69	83	37	120	92	35	127	66	42	108	295	129	424
18 ".....	17	7	24	34	16	50	58	16	74	72	30	102	181	69	250
19 ".....	1	2	3	12	3	15	21	7	28	43	12	55	77	24	101
20 ".....	0	1	1	...	...	...	7	4	11	14	5	19	21	10	31
Total by classes.....	903	506	1409	503	269	777	307	133	440	216	102	318	1934	1010	2944
Below normal age.....	75	34	109	65	31	96	33	24	57	21	13	34	194	102	296
Normal age.....	587	371	958	314	182	496	188	82	270	138	72	210	1227	707	1934
Above normal age.....	241	101	342	129	56	185	86	27	113	57	17	74	513	201	714

**Table VI**  
**Source of New Pupils**  
**All High Schools**

	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Total	Boys	Girls	Total
Enrollment of new pupils.....	1016	975	1991	728	661	1389
From public elementary schools of Cleveland.....	756	706	1462	691	615	1306
From public elementary schools other than Cleveland.....	94	87	181	9	25	34
From all private schools.....	5	14	9	6	0	6
From all parochial schools.....	150	145	295	19	16	35
From other sources.....	11	23	34	3	5	8

**Table VI (a)**  
**Source of New Pupils**  
**Academic High Schools**

	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Total	Boys	Girls	Total
Enrollment of new pupils.....	443	549	992	313	342	655
From public elementary schools of Cleveland.....	352	438	790	294	331	625
From public elementary schools other than Cleveland.....	38	36	74	4	5	9
From all private schools.....	5	3	8	4	0	4
From all parochial schools.....	44	71	115	10	5	15
From other sources.....	4	1	5	1	1	2

**Table VI (b)**  
**Source of New Pupils**  
**High Schools of Commerce**

	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Total	Boys	Girls	Total
Enrollment of new pupils.....	59	109	168	45	108	153
From public elementary schools of Cleveland.....	44	85	129	45	104	149
From public elementary schools other than Cleveland.....	3	0	3	0	3	3
From all private schools.....	0	2	2	.....	.....	.....
From all parochial schools.....	12	16	28	0	1	1
From other sources.....	0	6	6	.....	.....	.....

**Table VI (c)**  
**Source of New Pupils**  
**Technical High Schools**

	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Total	Boys	Girls	Total
Enrollment of new pupils.....	514	317	831	370	211	581
From public elementary schools of Cleveland.....	360	183	543	352	180	532
From public elementary schools other than Cleveland.....	53	51	104	5	17	22
From all private schools.....	0	9	9	2	0	2
From all parochial schools.....	94	58	152	9	10	19
From other sources.....	7	16	23	2	4	6

**Table VII**  
**\*Ages of New Pupils**  
**All High Schools**

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
11 Years.....	2	0	2	11 Years.....	1	0	1
12 ".....	10	11	21	12 ".....	15	26	41
13 ".....	96	123	219	13 ".....	124	168	292
14 ".....	386	464	850	14 ".....	271	271	542
15 ".....	335	270	605	15 ".....	210	137	347
16 ".....	135	81	216	16 ".....	72	52	124
17 ".....	41	20	61	17 ".....	33	7	40
And over.....	11	6	17	18 ".....	2	0	2
Total.....	1016	975	1991	Total.....	728	661	1389

**Table VII (a)**  
**Ages of New Pupils**  
**Academic High Schools**

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
11 Years.....	2	0	2	11 Years.....	.....	.....	.....
12 ".....	5	8	13	12 ".....	11	22	33
13 ".....	52	77	129	13 ".....	61	108	169
14 ".....	172	259	431	14 ".....	127	121	248
15 ".....	142	152	294	15 ".....	73	66	139
16 ".....	46	41	87	16 ".....	29	23	52
17 ".....	22	11	33	17 ".....	10	2	12
And over.....	2	1	3	18 ".....	2	0	2
Total.....	443	549	992	Total.....	313	342	655

\*Age nearest September 1st of current school year.



**Table VII (b)**  
**Ages of New Pupils**  
**High Schools of Commerce**

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
11 Years.....	.....	.....	.....	11 Years.....	.....	.....	.....
12 ".....	2	0	2	12 ".....	4	1	5
13 ".....	4	11	15	13 ".....	18	39	57
14 ".....	28	61	89	14 ".....	15	50	65
15 ".....	17	32	49	15 ".....	6	14	20
16 ".....	6	3	9	16 ".....	1	4	5
17 ".....	2	2	4	17 ".....	1	0	1
Total.....	59	109	168	Total.....	45	108	153

**Table VII (c)**  
**Ages of New Pupils**  
**Technical High Schools**

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
11 Years.....	.....	.....	.....	11 Years.....	1	0	1
12 ".....	3	3	6	12 ".....	0	3	3
13 ".....	40	35	75	13 ".....	45	21	66
14 ".....	186	144	330	14 ".....	129	100	229
15 ".....	176	86	262	15 ".....	131	57	188
16 ".....	83	37	120	16 ".....	42	25	67
17 ".....	17	7	24	17 ".....	22	5	27
Over.....	9	5	14	.....	.....	.....	.....
Total.....	514	317	831	Total.....	370	211	581

**Table VIII**  
**Ages of Graduates**  
**All High Schools**

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
15 Years.....	3	2	5	15 Years.....	3	6	9
16 " .....	27	28	55	16 " .....	25	50	75
17 " .....	62	99	161	17 " .....	104	171	275
18 " .....	48	43	91	18 " .....	124	139	263
19 " .....	23	12	35	19 " .....	51	44	95
20 " .....	7	2	9	20 " .....	15	10	25
Total.....	170	186	356	Total.....	322	420	742

**Table VIII (a)**  
**Ages of Graduates**  
**Academic High Schools**

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
15 Years.....	3	2	5	15 Years.....	3	3	6
16 " .....	20	26	46	16 " .....	14	36	50
17 " .....	53	89	142	17 " .....	73	124	197
18 " .....	26	27	53	18 " .....	78	108	186
19 " .....	14	8	22	19 " .....	28	31	59
20 " .....	0	2	2	20 " .....	9	7	16
Total.....	116	154	270	Total.....	205	309	514

**Table VIII (b)**  
**Ages of Graduates**  
**High Schools of Commerce**

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
15 Years.....	.....	.....	.....	15 Years.....	.....	3	3
16 " .....	4	1	5	16 " .....	8	8	16
17 " .....	2	8	10	17 " .....	4	27	31
18 " .....	2	9	11	18 " .....	9	16	25
19 " .....	0	1	1	19 " .....	2	4	6
20 " .....	.....	.....	.....	20 " .....	.....	1	1
Total.....	8	19	27	Total.....	23	59	82

**Table VIII (c)**  
**Ages of Graduates**  
**Technical High Schools**

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
15 Years.....	.....	.....	.....	15 Years.....	.....	.....	.....
16 " .....	3	1	4	16 " .....	3	6	9
17 " .....	7	2	9	17 " .....	27	20	47
18 " .....	20	7	27	18 " .....	37	15	52
19 " .....	9	3	12	19 " .....	21	9	30
20 " .....	7	0	7	20 " .....	6	2	8
Total.....	46	13	59	Total.....	94	52	146

**Table IX**  
**Graduates by Years in School**  
**All High Schools**

FIRST SEMESTER				SECOND SEMESTER			
YEARS	Boys	Girls	Total	YEARS	Boys	Girls	Total
Taking three years....	6	1	7	Taking three years....	5	1	6
Three and one-half..	14	4	18	Three and one-half..	25	15	40
Taking four years.....	105	162	267	Taking four years.....	231	357	588
Four and one-half....	37	19	56	Four and one-half....	35	31	66
Taking five years.....	6	0	6	Taking five years.....	26	15	41
Five and one-half....	2	0	2	Five and one-half....	0	1	1
Total.....	170	186	356	Total.....	322	420	742

**Table IX (a)**  
**Graduates by Years in School**  
**Academic High Schools**

FIRST SEMESTER				SECOND SEMESTER			
YEARS	Boys	Girls	Total	YEARS	Boys	Girls	Total
Taking three years....	...	...	...	Taking three years....	1	1	2
Three and one-half..	7	1	8	Three and one-half..	11	3	14
Taking four years.....	82	143	225	Taking four years.....	150	271	421
Four and one-half....	23	10	33	Four and one-half....	23	20	43
Taking five years.....	2	0	2	Taking five years.....	20	13	33
Five and one-half....	2	0	2	Five and one-half....	0	1	1
Total.....	116	154	270	Total.....	205	309	514

**Table IX (b)**  
**Graduates by Years in School**  
**High Schools of Commerce**

FIRST SEMESTER				SECOND SEMESTER			
YEARS	Boys	Girls	Total	YEARS	Boys	Girls	Total
Taking three years.....				Taking three years.....			
Three and one-half.....	1	0	1	Three and one-half.....	4	7	11
Taking four years.....	6	13	19	Taking four years.....	18	46	64
Four and one-half.....	1	6	7	Four and one-half.....	1	6	7
Taking five years.....				Taking five years.....			
Five and one-half.....				Five and one-half.....			
Total.....	8	19	27	Total.....	23	59	82

**Table IX (c)**  
**Graduates by Years in School**  
**Technical High Schools**

FIRST SEMESTER				SECOND SEMESTER			
YEARS	Boys	Girls	Total	YEARS	Boys	Girls	Total
Taking three years.....	6	1	7	Taking three years.....	4	0	4
Three and one-half.....	6	3	9	Three and one-half.....	10	5	15
Taking four years.....	17	6	23	Taking four years.....	63	40	103
Four and one-half.....	13	3	16	Four and one-half.....	11	5	16
Taking five years.....	4	0	4	Taking five years.....	6	2	8
Five and one-half.....				Five and one-half.....			
Total.....	46	13	59	Total.....	94	52	146

**Table X**  
**All High Schools**  
**Distribution of Leavings and Withdrawals**  
**By Ages and Classes**

## FIRST SEMESTER

AGES	D			C			B			A		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.....												
12 ".....	1	0	1									
13 ".....	6	7	13	1	1	2						
14 ".....	35	25	60	5	10	15						
15 ".....	37	46	83	15	13	28	3	3	6			
16 ".....	41	18	59	24	15	39	12	12	24	2	0	2
17 ".....	22	6	28	20	23	43	20	13	33	5	6	11
18 ".....	3	3	6	9	3	12	8	6	14	12	8	20
19 ".....	3	1	4	4	0	4	1	0	1	4	3	7
20 ".....	2	0	2				5	0	5	1	2	3
Total by classes.....	150	106	256	78	65	143	49	34	83	24	19	43
Per cent. Leavings and Withdrawals on Enrollment.....	8.1			6.4			5.3			3.3		



**Table X (b)**  
**High Schools of Commerce**  
**Distribution of Leavings and Withdrawals**  
**By Ages and Classes**

AGES	FIRST SEMESTER									
	D		C		B		A			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Boys	Girls
11 Years.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12 ".....	1	0	1	.....	.....	.....	.....	.....	.....	.....
13 ".....	0	1	1	.....	.....	.....	.....	.....	.....	.....
14 ".....	3	4	7	.....	.....	.....	.....	.....	.....	.....
15 ".....	0	6	6	0	1	1	0	1	1	1
16 ".....	0	1	1	0	4	4	1	3	4	.....
17 ".....	2	1	3	0	4	4	1	2	3	.....
18 ".....	0	1	1	.....	.....	.....	1	0	1	1
19 ".....	.....	.....	.....	.....	.....	.....	1	0	1	1
20 ".....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total by classes.....	6	14	20	1	10	11	4	6	10	3
Per cent. Leavings and Withdrawals on Enrollment.....			6.0			5.7			5.8	2.4



**Table X (b)**  
**High Schools of Commerce**  
**Distribution of Leavings and Withdrawals**  
**By Ages and Classes**

SECOND SEMESTER

AGES	D			C			B			A		
	Boys	Girls		Boys	Girls		Boys	Girls		Boys	Girls	
		Total	Total		Total	Total		Total	Total		Total	Total
11 Years.....	...	...	...	...	...	...	...	...	...	...	...	...
12 ".....	0	1	1	...	...	...	...	...	...	...	...	...
13 ".....	0	2	2	...	...	...	...	...	...	...	...	...
14 ".....	5	3	8	...	...	...	...	...	...	...	...	...
15 ".....	3	10	13	2	0	2	0	1	1	1	...	...
16 ".....	1	1	2	2	2	4	1	1	2	...	...	...
17 ".....	3	0	3	0	2	2	4	2	6	...	...	...
18 ".....	...	...	...	1	0	1	1	0	1	0	1	1
19 ".....	...	...	...	0	2	2	...	...	...	...	...	...
20 ".....	...	...	...	...	...	...	1	1	2	...	...	...
Total by classes.....	12	17	29	5	6	11	7	5	12	0	1	1
Per cent. Leavings and Withdrawals on Enrollment.....	7.8			5.0			7.0			0.7		

**Table X (c)**  
**Technical High Schools**  
**Distribution of Leavings and Withdrawals**  
**By Ages and Classes**

## FIRST SEMESTER

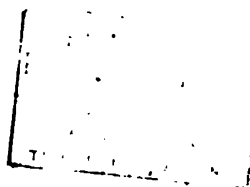
AGES	D			C			B			A		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Year.												
12 "												
13 "	3	3	6	0	1	1						
14 "	17	11	28	2	2	4						
15 "	17	17	34	3	0	3	2	1	3			
16 "	25	7	32	19	3	22	2	1	3			
17 "	8	2	10	10	3	13	6	3	9	1	2	3
18 "	1	1	2	4	1	5	5	1	6	5	2	7
19 "	3	0	3	2	0	2				1	1	2
20 "	1	0	1							0	2	2
Total by classes	75	41	116	40	10	50	15	6	21	7	7	14
Per cent. Leavings and Withdrawals on Enrollment	9.4			6.8			5.8			5.2		

**Table X (c)**  
**Technical High Schools**  
**Distribution of Leavings and Withdrawals**  
**By Ages and Classes**

## SECOND SEMESTER

AGES	D		C		B		A	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
11 Years.....								
12 ".....		1						
13 ".....	2	0						
14 ".....	32	25	1					
15 ".....	49	14	11	2	2	1	3	
16 ".....	35	10	22	11	33	6	2	8
17 ".....	7	2	9	5	25	4	3	7
18 ".....	4	2	6	2	7	0	4	7
19 ".....	1	0	1	3	4	3	2	1
20 ".....	1	0	1		2	1	3	0
Total by classes.....	131	54	62	26	88	21	28	13
Per cent. Leavings and Withdrawals on Enrollment.....	13.1		10.1		6.3		5.6	

121  
17  
17  
80  
1  
8  
41  
21  
84  
7  
256



## SECOND SEMESTER

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers.....	118.8	143.8	262.6	118.8	143.8	262.6
Special teachers.....	58.9	49.9	108.8	34.	28.7	62.7
Total.....	177.7	193.7	371.4	152.8	172.5	325.3

Average number pupils per teacher (whole time)..... 23.7  
Average number pupils per teacher (Board Rule Count)..... 27.1

\*Principal to be excluded.

†To find number of whole time teachers add the whole number of days for which teachers and permanent substitutes were employed, and divide by number of days in the term.

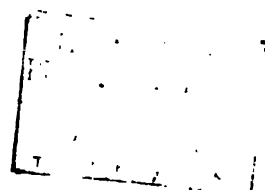
‡In Board Rule Count, two teachers having all double class periods count as one teacher.

**Table X (c)**  
**Technical High Schools**  
**Distribution of Leavings and Withdrawals**  
**By Ages and Classes**

## SECOND SEMESTER

AGES	D		C		B		A	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
11 Years.....	1	1	1	1	1	1	1	1
12 ".....	2	0	2	0	2	0	2	0
13 ".....	32	26	57	1	2	3	1	1
14 ".....	49	14	63	11	5	16	2	1
15 ".....	35	10	45	22	11	33	6	2
16 ".....	7	2	9	20	5	25	4	3
17 ".....	4	2	6	5	2	7	4	0
18 ".....	1	0	1	3	1	4	3	0
19 ".....	1	0	1	1	1	2	2	1
20 ".....	1	0	1	1	1	2	2	0
Total by classes.....	131	54	185	62	26	88	21	7
Per cent. Leavings and Withdrawals on Enrollment.....	13.1		10.1		6.3		5.6	

11  
17  
17  
20  
1  
8  
21  
21  
34  
7  
56



# SECOND SEMESTER

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers.....	118.8	143.8	262.6	118.8	143.8	262.6
Special teachers.....	58.9	49.9	108.8	34.	28.7	62.7
Total.....	177.7	193.7	371.4	152.8	172.5	325.3

Average number pupils per teacher (whole time).....23.7  
Average number pupils per teacher (Board Rule Count).....27.1

\*Principal to be excluded.

†To find number of whole time teachers add the whole number of days for which teachers and permanent substitutes were employed, and divide by number of days in the term.

‡In Board Rule Count, two teachers having all double class periods count as one teacher.

Table X (c)  
Technical High Sch.  
Distributic

AGES		Boys
11 Years.....		
12 ".....		
13 ".....		
14 ".....		
15 ".....		2
16 ".....		32
17 ".....		49
18 ".....		35
19 ".....		7
20 ".....		4
		1
		1
Total by classes.....		131
Per cent. Leavings and Withdrawals on Er- ment.....		

**Table XIV**  
**All High Schools**  
**\*Distribution of Teachers**

## FIRST SEMESTER

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers.....	127.66	153.	280.66	121.36	147.95	269.31
Special teachers.....	42.43	37.68	80.11	24.92	21.99	46.91
Total.....	170.09	190.68	360.77	146.28	169.94	316.22

Average number pupils per teacher (whole time).....22.66  
 Average number pupils per teacher (Board Rule Count).....25.86

## SECOND SEMESTER

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers.....	118.8	143.8	262.6	118.8	143.8	262.6
Special teachers.....	58.9	49.9	108.8	34.	28.7	62.7
Total.....	177.7	193.7	371.4	152.8	172.5	325.3

Average number pupils per teacher (whole time).....23.7  
 Average number pupils per teacher (Board Rule Count).....27.1

\*Principal to be excluded.

†To find number of whole time teachers add the whole number of days for which teachers and permanent substitutes were employed, and divide by number of days in the term.

‡In Board Rule Count, two teachers having all double class periods count as one teacher.



**Table XIV (a)**  
**Academic High Schools**  
**\*Distribution of Teachers**  
**FIRST SEMESTER**

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers .....	68.66	107.	175.66	67.86	106.7	174.56
Special teachers.....	17.03	22.43	39.46	11.67	14.27	25.94
Music teachers.....	1.8	1.0	2.8	1.8	1.0	2.8
Drawing teachers.....		15.93	15.93		7.97	7.97
Manual training teachers.....	10.33		10.33	5.17		5.17
Physical training teachers.....	4.9	5.5	10.4	4.7	5.3	10.0
Total.....	85.69	129.43	215.12	79.53	120.97	200.5

Average number pupils per teacher (whole time).....22.2  
 Average number pupils per teacher (Board Rule Count).....23.62

**SECOND SEMESTER**

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers.....	70.3	101.8	172.1	70.3	101.8	172.1
Special teachers.....	16.7	23.1	39.8	11.4	14.7	26.1
Music teachers.....	1.8	1.	2.8	1.8	1.0	2.8
Drawing teachers.....	2.7	14.	16.7	1.3	7.1	8.4
Manual training teachers.....	7.7	3.	10.7	3.8	1.5	5.3
Physical training teachers.....	4.5	5.1	9.6	4.5	5.1	9.6
Total.....	87.0	124.9	211.9	81.7	116.5	198.2

Average number pupils per teacher (whole time).....23.4  
 Average number pupils per teacher (Board Rule Count).....25.0

\*Principal to be excluded.

†To find number of whole time teachers add the whole number of days for which teachers and permanent substitutes were employed, and divide by number of days in the term.

‡In Board Rule Count, two teachers having all double class periods count as one teacher.

**Table XIV (b)**  
**High Schools of Commerce**  
**\*Distribution of Teachers**

## FIRST SEMESTER

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers.....	18.	12.	30.	16.5	11.	27.5
Special teachers.....	1.3	3.6	4.9	1.1	1.9	3.0
Total.....	19.3	15.6	34.9	17.6	12.9	30.5
Average number pupils per teacher (whole time).....						
						23.35
Average number pupils per teacher (Board Rule Count).....						
						26.72

## SECOND SEMESTER

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers.....	14.5	11.5	26.0	14.5	11.5	26.0
Special teachers.....	5.1	4.1	9.2	3.3	2.6	5.9
Music teachers.....	.6		.6	.6		.6
Drawing teachers.....	1.0	3.0	4.0	.5	2.0	2.5
Commercial teachers.....	2.5	.5	3.0	1.5	.3	1.8
Physical training teachers.....	1.0	.6	1.6	.7	.3	1.0
Total.....	19.6	15.6	35.2	17.8	14.1	31.9

Average number pupils per teacher (whole time).....25.73  
 Average number pupils per teacher (Board Rule Count).....28.33

\*Principal to be excluded.

†To find number of whole time teachers add the whole number of days for which teacher and permanent substitutes were employed, and divide by number of days in the term.

‡In Board Rule Count, two teachers having all double class periods count as one teacher.

**Table XIV (c)**  
**Technical High Schools**  
**\*Distribution of Teachers**

## FIRST SEMESTER

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers.....	41.0	34.0	75.0	37.0	30.25	67.25
Special teachers.....	24.1	11.65	35.75	12.15	5.82	17.97
Total.....	65.1	45.65	110.75	49.15	36.07	85.22

Average number pupils per teacher (whole time)..... 23.3  
 Average number pupils per teacher (Board Rule Count)..... 30.3

## SECOND SEMESTER

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers.....	34.0	30.5	64.5	34.0	30.5	64.5
Special teachers.....	37.1	22.7	59.8	19.3	11.4	30.7
Music teachers.....	.6	.6	.6	.4		.4
Drawing teachers.....	10.	5.	15.	5.	2.5	7.5
Manual training teachers.....	24.5	15.3	39.8	12.9	7.7	20.6
Physical training teachers.....	2.	2.4	4.4	1.	1.2	2.2
Total.....	71.1	53.2	124.3	53.3	41.9	95.2

Average number pupils per teacher (whole time)..... 21.6  
 Average number pupils per teacher (Board Rule Count)..... 39.9

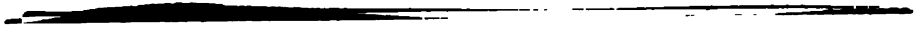
\*Principal to be excluded.

†To find number of whole time teachers add the whole number of days for which teacher and permanent substitutes were employed, and divide by number of days in the term.

‡In Board Rule Count, two teachers having all double class periods count as one teacher.



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**Table XVI**  
**Enrollment Regular Elementary**  
**Schools by Semesters.**

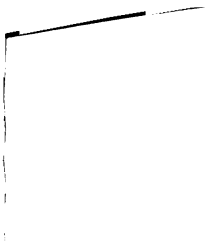
**FIRST SEMESTER**

	Total All Grades		
	Boys	Girls	Total
Enrollment for Semester.....	36,961	36,106	73,067
In division first time.....	32,535	32,357	64,892
Previously in division.....	4,426	3,749	8,175
Leaving.....	667	635	1,302
Withdrawals.....	305	326	631
Enrollment at date this report.....	35,989	35,145	71,134
Promotions: One division only.....	29,810	29,884	59,694
Promotions: Two divisions.....	261	249	510
Non-promotions.....	5,918	5,012	10,930

**SECOND SEMESTER**

	Total All Grades		
	Boys	Girls	Total
Enrollment for Semester.....	37,362	36,326	73,688
In division first time.....	31,766	31,543	63,309
Previously in division.....	5,596	4,783	10,379
Leaving.....	732	755	1,487
Withdrawals.....	509	349	858
Enrollment at date this report.....	36,121	35,222	71,343
Promotions: One division only.....	29,851	30,086	59,937
Promotions: Two divisions.....	473	481	954
Promotions: Three divisions.....	3		3
Non-promotions.....	5,794	4,655	10,449

Withdrawals.....	158	43	43	48	81	116	231	135	858
Enrollment.....	13,617	11,150	10,853	9,582	9,161	7,504	6,749	5,072	73,688
Per cent withdrawals each grade.....	1.16	.38	.39	.50	.88	1.54	3.42	2.72	1.15



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Case	Age	Sex	Duration	Site	Pathologic	Response	Survival
1	65	M	10 yr	Left maxilla	Adenocarcinoma	Complete	10 yr
2	68	F	5 yr	Right maxilla	Squamous cell carcinoma	Complete	5 yr
3	72	M	3 yr	Left maxilla	Squamous cell carcinoma	Complete	3 yr
4	75	F	2 yr	Right maxilla	Squamous cell carcinoma	Complete	2 yr
5	78	M	1 yr	Left maxilla	Squamous cell carcinoma	Complete	1 yr
6	80	F	6 mo	Right maxilla	Squamous cell carcinoma	Complete	6 mo
7	82	M	4 mo	Left maxilla	Squamous cell carcinoma	Complete	4 mo
8	85	F	3 mo	Right maxilla	Squamous cell carcinoma	Complete	3 mo
9	88	M	2 mo	Left maxilla	Squamous cell carcinoma	Complete	2 mo
10	90	F	1 mo	Right maxilla	Squamous cell carcinoma	Complete	1 mo

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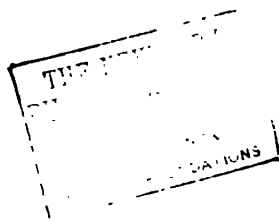


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## NORMAL SCHOOL

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table XXVI

Shows the cost of instruction in the Normal School, the enrollment, the per capita cost, the number of teachers, the average number of pupils per teacher and the number of graduates, for the years 1906-1915:

	(a) Cost of instruction normal school	Enrollment normal school	Per capita cost instruction normal school	(b) Number of teachers normal school	Average No. normal school pupils per teacher	Number graduated from normal school
1906-1906	\$15,600.00	215	\$ 72.55	8.2	26.2	96
1906-1907	15,742.10	194	81.14	8.2	23.6	95
1907-1908	16,700.00	184	90.76	8.2	22.4	97
1908-1909	15,436.86	216	71.46	8.45	24.8	85
1909-1910	18,470.00	205	90.09	7.18	26.2	97
1910-1911	23,595.78	174	135.60	7.0	25.5	82
1911-1912	22,986.60	195	117.88	9.0	21.6	81
1912-1913	21,217.71	214	99.14	10.	20.9	97
1913-1914	19,226.78	220	87.39	10.07	20.5	103
1914-1915	20,298.41	276	73.54	10.9	25.3	99

(a) Includes salary of principal, but exclusive of practice facilities.

(b) Exclusive of training teachers.



# HIGH SCHOOLS Cost All Types of Instruction

**Table XXVII (a)**

Shows the cost of instruction in day academic high schools for each of the years 1906-1915, the increase and the per cent of increase of each year over the preceding, also the per cent of increase, 1915 over 1906:

	(a) Cost of all types of instruction day academic high schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1915 over 1906
1905-1906	\$276,443.20	\$40,427.60	17.12	
1906-1907	287,401.52	10,958.32	3.96	
1907-1908	302,666.18	15,264.66	5.31	
1908-1909	304,090.54	1,424.36	.47	
1909-1910	288,103.72	*15,986.82	*5.25	
1910-1911	298,450.43	10,346.71	3.59	
1911-1912	308,366.10	9,915.67	3.32	
1912-1913	331,847.02	23,480.92	7.61	
1913-1914	344,159.88	12,312.86	3.71	
1914-1915	348,296.41	4,136.53	1.20	25.99

(a) Includes salary of principals.

\* Decrease.

## Cost All Types of Instruction

Table XXVII (b)

Shows the cost of instruction in day commercial high schools for each of the years 1910-1915, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1915 over 1910.

	(a) Cost of all types of instruction day commercial high schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1915 over 1910
1909-1910	\$37,687.13			
1910-1911	40,136.46	\$ 2,449.33	6.40	
1911-1912	54,755.68	14,619.22	36.42	
1912-1913	58,658.57	3,902.89	7.12	
1913-1914	61,909.97	3,251.40	5.54	
1914-1915	64,935.52	3,025.55	4.88	72.30

(a) Includes salary of principals.

## Cost All Types of Instruction

Table XXVII (c)

Shows the cost of instruction in day technical high schools for each of the years 1909-1915, the increase and the percent of increase of each year over the preceding, also the per cent of increase 1915 over 1909:

	(a) Cost of all types of instruction day technical high schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1915 over 1909
1908-1909	\$ 53,209.32			
1909-1910	71,569.60	\$18,360.28	34.50	
1910-1911	87,601.59	16,031.99	22.40	
1911-1912	110,354.86	22,753.27	25.97	
1912-1913	130,292.43	19,937.57	18.06	
1913-1914	153,970.84	23,678.41	18.17	
1914-1915	180,456.47	26,485.63	17.18	239.10

(a) Includes salary of principals.

## Cost Regular and Special Instruction

Table XXVIII

Shows cost of all types of day academic high school instruction, the cost of regular day academic high school instruction, the per cent of the cost of all types of day academic high school instruction expended on regular instruction, also the cost of special day academic high school instruction and the per cent of the cost all types expended on special instruction, for the years 1906-1915:

	Cost all types instruction day academic high schools	(a) Cost regular instruction day academic high schools	Per cent all types of instruction day academic H. S. expended on reg- ular instruction	(b) Cost special instruction day academic high schools	Per cent cost of all types of in- struction expended on special instruction
1905-1906	\$276,443.20	\$241,272.24	87.27	\$35,170.98	12.73
1906-1907	287,401.52	248,914.77	86.60	38,486.75	13.40
1907-1908	302,666.18	262,125.50	86.60	40,540.68	13.40
1908-1909	304,090.54	262,517.74	86.32	41,572.80	13.68
1909-1910	288,103.72	247,355.72	85.85	40,748.00	14.14
1910-1911	298,450.43	257,880.25	86.45	40,570.18	13.55
1911-1912	308,366.10	260,846.00	84.58	47,520.10	15.41
1912-1913	331,847.02	282,691.76	85.18	49,155.26	14.81
1913-1914	344,159.88	293,645.22	85.32	50,514.66	14.67
1914-1915	348,296.41	293,383.62	84.23	54,912.79	15.76

(a) Includes salary of principals and cost of all day academic high school instruction other than music, drawing and applied arts, manual training and physical training.

(b) Includes music, drawing and applied arts, manual training, and physical training only.

## Enrollment by Years

Table XXIX (a)

Shows the enrollment in day academic high schools for each of the years 1906-1915, the increase and the per cent of increase of each year over the preceding, also the per cent of increase, 1915 over 1906:

	(a) Enrollment academic high schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1915 over 1906
1905-1906	4983	†503	11.22	
1906-1907	5059	76	1.52	
1907-1908	4989	* 70	* 1.38	
1908-1909	4787	* 202	* 4.04	
1909-1910	4436	* 351	* 7.33	
1910-1911	5293	†857	19.3	
1911-1912	5326	33	.62	
1912-1913	5511	**185	3.35	
1913-1914	5506	5	* .09	
1914-1915	5577	71	1.28	11.92

(a) Exclusive of transfers.

\* Decrease.

† Glenville admitted.

‡ Collinwood admitted.

¶ Includes class of 577 entering February, 1911.

\*\* Nottingham admitted.

## Enrollment by Years

Table XXIX (b)

Shows the enrollment in day commercial high schools for each of the years 1910-1915, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1915 over 1910:

	(a) Enrollment commercial high schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1915 over 1910
1909-1910	458			
1910-1911	464	6	1.31	
1911-1912	752	288	62.06	
1912-1913	845	93	12.36	
1913-1914	922	77	9.10	
1914-1915	991	69	7.48	116.37

(a) Exclusive of transfers.

## Enrollment by Years

Table XXIX (c)

Shows the enrollment in day technical high schools for each of the years 1909-1915, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1915 over 1909:

	(a) Enrollment technical high schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1915 over 1910
1908-1909	729			
1909-1910	1102	373	51.16	
1910-1911	1366	264	23.95	
1911-1912	1780	414	30.30	
1912-1913	2065	285	16.01	
1913-1914	2466	401	19.41	
1914-1915	3235	769	31.18	343.75

(a) Exclusive of transfers.

## Enrollment by Classes

Table XXX (a)

Shows the enrollment in day academic high schools, the enrollment in each class, and the number graduated for the years 1906-1915:

	Enrollment academic high schools	YEAR				Number graduated
		First	Second	Third	Fourth	
1905-1906	*5001	2074	1277	933	717	559
1906-1907	*5070	2056	1334	928	752	591
1907-1908	*5005	1903	1426	936	740	611
1908-1909	†4787	1626	1333	1007	821	671
1909-1910	†4436	1545	1194	886	811	676
1910-1911	†5293	2367	1279	870	777	629
1911-1912	†5326	1773	1841	959	753	646
1912-1913	†5511	1844	1400	1356	911	723
1913-1914	†5506	1824	1382	1082	1218	708
1914-1915	†5577	1816	1399	1060	1302	784

\* Includes transfers.

† Exclusive of transfers.

## Enrollment by Classes†

Table XXX (b)

Shows the enrollment in day commercial high schools, the enrollment in each class, and the number graduated for the years 1914-1915:

	*Enrollment commercial high schools	YEAR				Number graduated
		First	Second	Third	Fourth	
1913-1914	922	332	190	204	196	104
1914-1915	991	402	232	184	173	109

\* Exclusive of transfers.

† Owing to incomplete data, due to the change in promotions, these tables are compiled only from 1914.

## Enrollment by Classes†

Table XXX (c)

Shows the enrollment in day technical high schools, the enrollment in each class, and the number graduated for the years 1914-1915:

	*Enrollment technical high schools	YEAR				Number graduated
		First	Second	Third	Fourth	
1913-1914	2466	1137	649	366	314	171
1914-1915	3235	1545	827	466	397	205

\* Exclusive of transfers.

† Owing to incomplete data, due to the change in promotions, these tables are compiled only from 1914.

## Enrollment: Per Cent in Each Class

Table XXXI (a)

Shows per cent of the enrollment of the day academic high schools in each class for the years 1906-1915:

	YEAR			
	First	Second	Third	Fourth
1905-1906	*41.47	25.53	18.65	14.33
1906-1907	*40.55	26.31	18.30	14.83
1907-1908	*38.02	28.49	18.70	14.78
1908-1909	†33.96	27.84	21.03	17.15
1909-1910	†35.27	26.46	19.97	18.28
1910-1911	†44.71	24.16	16.43	14.68
1911-1912	†33.28	34.56	18.00	14.13
1912-1913	†33.46	25.40	24.60	16.53
1913-1914	†33.12	25.09	19.65	22.12
1914-1915	†32.56	25.08	19.00	23.34

\* Based on enrollment including transfers.

† Based on enrollment excluding transfers.



## Enrollment: Per Cent in Each Class

**Table XXXI (b)**

Shows per cent of the enrollment of the day commercial high schools in each class for the years 1914-1915:

	YEAR			
	First	Second	Third	Fourth
1913-1914	36.00	20.60	22.12	21.25
1914-1915	40.56	23.41	18.56	17.45

## Enrollment: Per Cent in Each Class

**Table XXXI (c)**

Shows per cent of the enrollment of the day technical high schools in each class for the years 1914-1915:

	YEAR			
	First	Second	Third	Fourth
1913-1914	46.10	26.31	14.84	12.73
1914-1915	47.75	25.56	14.40	12.27

## Graduates

Table XXXII (a)

Shows the number graduated from the day academic high schools for each of the years 1906-1915, the increase and the per cent of increase of each year over the preceding one, also the enrollment for each of these years and the per cent of the enrollment graduated:

	Number gradu- ated from day academic high schools	Increase over preceding year	Per cent of increase over preceding year	Number enrolled in day academic high schools (a)	Per cent of enrollment graduated
1905-1906	559	44	8.54	4983	11.21
1906-1907	591	32	5.72	5059	11.68
1907-1908	611	20	3.38	4989	12.24
1908-1909	671	60	9.81	4787	14.01
1909-1910	676	5	.74	4436	15.23
1910-1911	629	*47	* 6.95	5293	11.88
1911-1912	646	17	2.70	5326	12.12
1912-1913	723	77	11.91	5511	13.11
1913-1914	708	*15	* 2.07	5506	12.85
1914-1915	784	76	10.73	5577	14.06

(a) Exclusive of transfers.

\* Decrease.

## Graduates

Table XXXII (b)

Shows the number graduated from the day commercial high schools for each of the years 1911-1915, the increase and the per cent of increase of each year over the preceding one, also the enrollment for each of these years and the per cent of the enrollment graduated:

	Number graduated from day commercial high schools	Increase over preceding year	Per cent of increase over preceding year	(a) Number enrolled in day commercial high schools	Per cent of enrollment graduated
1910-1911	51			464	10.99
1911-1912	52	1	1.56	752	6.91
1912-1913	104	52		845	12.30
1913-1914	104			922	11.27
1914-1915	109	5	4.80	991	10.99

(a) Exclusive of transfers

## Graduates

Table XXXII (c)

Shows the number graduated from the day technical high schools for each of the years 1911-1915, the increase and the per cent of increase of each year over the preceding one, also the enrollment for each of these years and the percent of the enrollment graduated:

	Number graduated from day technical high schools	Increase over preceding year	Per cent of increase over preceding year	(a) Number enrolled in day technical high schools	Per cent of enrollment graduated
1910-1911	46			1366	3.36
1911-1912	135	89	19.34	1780	7.57
1912-1913	160	25	19.25	2065	7.74
1913-1914	171	11	6.87	2466	6.93
1914-1915	205	34	19.82	3235	6.33

(a) Exclusive of transfers.

## Per Capita Cost All Types of Instruction

Table XXXIII

Shows cost of all types of instruction in day academic high schools for each of the years 1906-1915, the enrollment, the per capita cost of instruction, the increase and the per cent of increase in per capita cost of each year over the preceding, also the per cent of increase in per capita cost 1915 over 1906:

	(a) Cost of all types instruction day academic high schools	Enrollment day academic high schools	Per capita cost of all types instruction day academic high schools	Increase in per capita cost over preceding year	Per cent of increase in per capita cost over preceding year	Per cent of increase in per capita cost 1915 over 1906
1905-1906	\$276,443.20	4993	\$55.47	2.79	5.29	
1906-1907	287,401.52	5059	56.80	1.33	2.39	
1907-1908	302,666.18	4989	60.68	3.88	6.79	
1908-1909	304,090.54	4787	63.52	2.86	4.71	
1909-1910	288,153.72	4436	64.94	1.42	2.23	
1910-1911	298,450.43	45293	61.61	*1.33	*5.12	
1911-1912	308,366.10	5326	57.89	*3.72	*6.03	
1912-1913	331,847.02	5511	60.21	2.52	4.00	
1913-1914	344,159.88	5506	62.50	2.26	3.80	
1914-1915	348,296.41	5577	62.45	*.05	*.08	12.58

(a) Includes salary of principals and cost of all types of academic high school instruction.

\* Per capita cost is based on enrollment of 4116 + (1-3 of 577) which is 4808.

\* Decrease.

Includes the class entering in February, 1911.

## Per Capita Cost All Types of Instruction

Table XXXIII (a)

Shows cost of all types of instruction in day technical high schools for each of the years 1909-1915, the enrollment, the per capita cost of instruction, the increase and the per cent of increase in per capita cost of each year over the preceding, also the per cent of increase in per capita cost, 1915 over 1909:

	Cost of all types instruction in day technical high school	Enrollment day technical high school	Per capita cost all types in- struction day technical high school	Decrease in per capita cost over preceding year	Per cent decrease in per capita cost over preceding year	Per cent of decrease in per capita cost 1915 over 1909
1908-1909	\$ 53,209.32	729	\$72.98			
1909-1910	71,569.00	1102	64.94	\$8.04	11.01	
1910-1911	87,601.59	1366	*61.64	3.30	5.08	
1911-1912	110,354.86	1780	61.99	†.35	†.56	
1912-1913	130,292.43	2065	63.09	†1.10	†1.77	
1913-1914	153,970.84	2466	62.43	.86	1.04	
1914-1915	180,436.47	3235	55.77	6.66	10.66	23.58

\*Per capita cost is based on enrollment of 1366 + (1-3 of 112) = 37 which is 1403.

†Increase.

Table XXXIII (b)

Shows cost of all types of instruction in day high school of commerce for each of the years 1910-15, the enrollment, the per capita cost of instruction, the increase in per capita cost of each year over the preceding, also the per cent of increase in per capita cost, 1915 over 1910:

	Cost of all types of instruc- tion in day High School of Commerce	Enrollment in day High School of Commerce	Per capita cost all types instruction day High School of Commerce	Decrease in per capita cost over preceding year	Per cent decrease in per capita cost over preceding year	Per cent of decrease in per capita cost 1915 over 1910
1909-1910	\$37,687.13	458	\$82.28			
1910-1911	40,136.46	464	*80.56	1.76	2.13	
1911-1912	54,755.68	752	72.81	7.75	9.62	
1912-1913	58,658.57	845	69.41	3.40	4.66	
1913-1914	61,909.97	922	67.14	2.27	3.27	
1914-1915	64,935.52	991	65.52	1.62	2.41	20.36

\* Per capita cost is based on enrollment of 464 + (1-3 of 70) which is 487.

## Per Capita Cost Regular and Special Instruction

Table XXXIV

Shows enrollment of day academic high schools, the cost of regular instruction in day academic high schools, and the per capita cost of regular instruction; it also shows the cost of special instruction in day academic high schools, the per capita cost of special instruction, and the per capita cost of all types of instruction in day academic high schools, for the years 1906-1915:

	(a) Enrollment day academic high schools	(b) Cost regular instruction day academic high schools	(c) Per capita cost regular instruction day academic high schools	(b) Cost special instruction day academic high schools	(b) Per capita cost special instruction day academic high schools	Per capita cost all types instruction day academic high schools
1905-1906	4983	\$241,272.24	\$48.41	\$35,170.96	\$7.06	\$55.47
1906-1907	5059	248,914.77	49.20	38,486.75	7.60	56.80
1907-1908	4989	262,125.50	52.54	40,540.68	8.12	60.66
1908-1909	4787	262,517.74	54.83	41,572.80	8.69	63.52
1909-1910	4436	247,355.72	55.76	45,748.00	9.18	64.94
1910-1911	5293	257,880.25	48.72	40,570.18	7.66	56.38
1911-1912	5326	260,846.00	48.97	47,520.10	8.92	57.89
1912-1913	5511	282,691.76	51.29	49,155.26	8.91	60.21
1913-1914	5506	293,645.22	53.33	50,514.66	9.17	62.50
1914-1915	5577	293,383.62	52.60	54,912.79	9.84	62.45

(a) Exclusive of transfers.

(b) Includes salaries of principals and cost of all instruction other than music, drawing, and applied arts, manual training and physical training.

(c) Includes cost of instruction in music, drawing, and applied arts, manual training and physical training only.

## Teachers: Regular and Special

Table XXXV

Shows number regular whole time teachers day academic high schools, number of whole time special teachers, total number of whole time teachers day academic high schools, and the per cent of the total number of whole time teachers that are special teachers, for the years 1906-1915:

Number whole time special teachers day academic high schools									
Year	Music teachers	Drawing and Applied Art teachers	Manual training teachers	Physical training teachers	Total number whole time special teachers	Total number whole time teachers day academic high schools	Percent		
							teachers	schools special	
1905 1906	1	6	15	7	29.00	193.57	14.97		
1906 1907	1	7	17.2	7	32.20	195.92	16.43		
1907 1908	2	6	17.4	7	32.40	201.50	16.07		
1908 1909	2	10	13.9	7.5	33.40	200.48	16.66		
1909 1910	2.2	11.0	11.0	7.6	31.80	184.07	17.21		
1910 1911	2.4	11.6	12.9	8.3	35.2	188.06	18.66		
1911 1912	2.2	14.4	11.3	7.6	35.4	191.5	18.49		
1912 1913	3.2	15.2	11.3	7.6	37.3	212.7	17.53		
1913 1914	2.0	15.5	11.3	7.4	37.1	215.2	17.23		
1914 1915	2.8	16.7	10.7	9.6	39.8	211.9	18.78		

(a) Includes all teachers other than those of music, drawing and applied arts, manual training and physical training.



## Teachers: According to Board Rule Count

Table XXXVI

Shows the number of whole time day academic high school teachers and number according to Board Rule for each of the years 1905-1914, the increase of whole time teachers and of the number according to Board Rule, over the preceding year, the per cent of increase over the preceding year of whole time teachers and of the number according to Board Rule; also the per cent increase of whole time teachers and of number according to Board Rule, 1915 over 1906:

	Number Academic High School Teachers		Increase Academic High School Teachers		Per Cent of Increase Over Preceding Year		Per Cent of Increase 1915 Over 1906	
	Whole time teachers	(a) Number according to Board Rule	Whole time teachers	(a) Number according to Board Rule	Whole time teachers	(a) Number according to Board Rule	Whole time teachers	(a) Number according to Board Rule
1905-1906	183.57	183.07	20.17	19.17	11.63	11.69		
1906-1907	195.92	183.82	2.35	.75	1.21	.40		
1907-1908	201.50	189.80	5.58	5.98	2.84	3.25		
1908-1909	200.45	188.50	* 1.05	* 1.30	* .52	* .68		
1909-1910	184.07	167.03	* 15.75	* 21.2	* 7.85	* 11.24		
1910-1911	188.6	180.7	3.9	13.4	1.57	8		
1911-1912	205.3	191.2	16.7	10.5	8.85	5.49		
1912-1913	212.7	190.6	7.4	* 6	3.6	* .31		
1913-1914	215.2	200.1	2.5	9.5	1.17	4.74		
1914-1915	211.9	198.2	* 3.3	* 1.9	* 1.53	.95	9.46	1.03

(a) "For the high schools one (1) teacher to each thirty (30) pupils registered, provided that two teachers having all double-period subject be counted as one." Principal excluded.  
\* Decrease.

## Pupils per Teacher Board Rule Count

Table XXXVII (a)

Shows enrollment in day academic high schools for each of the years 1906-1915, the number of teachers according to Board Rule count, the average number of pupils per teacher, the decrease, and the per cent of decrease in number of pupils per teacher, also the per cent of increase in the number of pupils per teacher, 1915 over 1906:

	(a) Enrollment academic high schools	(b) Teachers academic high schools	Average number pupils per teacher	Decrease in number pupils per teacher	Per cent of de- crease in num- ber pupils per teacher over preceding year	Per cent of de- crease in num- ber pupils per teacher 1915 over 1906
1905-1906	4983	183.07	27.21	.12	.43	
1906-1907	5059	183.82	27.52	*.31	*1.18	
1907-1908	4989	189.80	26.28	1.24	4.50	
1908-1909	4787	188.50	25.39	.89	3.38	
1909-1910	4436	167.3	26.51	*1.12	*4.41	
1910-1911	†5293	180.7	29.2	*2.69	*1.01	
1911-1912	5326	191.2	27.8	1.4	4.79	
1912-1913	5511	190.6	28.9	*1.1	*3.95	
1913-1914	5506	200.1	†27.5	1.4	4.84	
1914-1915	5577	198.2	†28.1	*.6	*2.18	*3.27

(a) Exclusive of transfers.

(b) Determined according to Board Rule: "For the high schools one (1) teacher to each thirty (30) pupils registered, provided that two teachers having all double-period subjects be counted as one." Principal excluded.

† Includes 577 students entering in February, 1911.

\* Increase.

‡ Figured on annual enrollment which includes all students entered during the year, all graduates, all leavings and withdrawals.

## Pupils per Teacher Board Rule Count

Table XXXVII (b)

Shows enrollment in day commercial high schools for each of the years 1910-1915, the number of teachers according to Board Rule count, the average number of pupils per teacher, the increase and the per cent of increase in number of pupils per teacher, also the per cent of increase in the number of pupils per teacher, 1915 over 1910:

	Enrollment commercial high schools	(a) Teachers commercial high schools	(b) Average number pupils per teacher	Increase in number of pupils per teacher	Per cent of in- crease in number pupils per teacher over preceding year	Per cent of increase in num- ber pupils per teacher 1915 over 1910
1909-1910	458	21.4	21.4			
1910-1911	464	21.8	21.2	* .2	* .93	
1911-1912	752	30.3	24.8	3.6	16.51	
1912-1913	845	29.2	28.9	4.1	13.53	
1913-1914	922	31.3	29.4	.5	1.73	
1914-1915	991	31.9	31.	1.6	5.44	44.85

(a) Determined according to Board Rule: "For the high schools one (1) teacher to each thirty (30) pupils registered, provided that two teachers having all double-period subjects be counted as one." Principal excluded.

(b) Figured on annual enrollment which includes all students entered during the year, all graduates, all leavings and withdrawals.

\* Decrease.

## Pupils per Teacher Board Rule Count

Table XXXVII (c)

Shows enrollment in day technical high schools for each of the years 1909-1915, the number of teachers according to Board Rule count, the average number of pupils per teacher, the increase, and the per cent of increase in number of pupils per teacher, also the per cent of increase in the number of pupils per teacher, 1915 over 1909:

	Enrollment technical high schools	(a) Teachers technical high schools	(b) Average number pupils per teacher	Increase in number of pupils per teacher	Per cent of in- crease in number pupils per teacher over preceding year	Per cent of increase in number pupils per teacher 1915 over 1909
1909-1909	729	32.25	22.6			
1909-1910	1102	40.4	27.2	4.6	20.35	
1910-1911	1366	50.1	29.4	2.2	8.08	
1911-1912	1780	58.2	30.5	1.1	3.74	
1912-1913	2065	65.9	31.3	.8	2.62	
1913-1914	2466	79.8	30.9	* .4	* 1.27	
1914-1915	3235	95.2	33.9	3.0	9.70	50.00

(a) Determined according to Board Rule: "For the high schools one (1) teacher to each thirty (30) pupils registered, provided that two teachers having all double-period subjects be counted as one." Principal excluded.

(b) Figured on annual enrollment which includes all students entered during the year, all graduates, all leavings and withdrawals.

\* Decrease.

## Excess Teachers and Approximate Excess Cost

Table XXXVIII (a)

Shows number teachers employed in day academic high schools when determined by Board Rule count, number teachers allowed according to Board Rule count, excess number employed, average salary of teachers and approximate excess cost of instruction for the years 1906-1915:

	(a) Number teachers employed	(a) Number teachers allowed	Excess number teachers employed	(b) Average salary of teachers	Approximate excess cost of instruction
1905-1906	183.07	166.10	16.97	\$1,510.04	\$25,625.37
1906-1907	183.82	168.63	15.19	1,563.49	23,749.41
1907-1908	189.80	166.30	23.50	1,594.65	37,474.27
1908-1909	188.50	159.56	28.94	1,613.21	46,686.29
1909-1910	167.3	147.86	19.44	1,722.07	33,477.04
1910-1911	180.7	176.4	4.3	1,651.63	7,102.00
1911-1912	191.2	177.53	13.7	1,613.54	22,105.50
1912-1913	190.6	183.7	6.9	1,741.06	12,013.31
1913-1914	200.1	183.5	16.6	* 1,513.28	25,120.44
1914-1915	198.2	185.9	12.3	* 1,555.21	19,129.08

(a) For the high schools one (1) teacher to each thirty (30) pupils registered, provided that two teachers having all double-period subjects be counted as one. Principal not included.

(b) Principal's salary included also.

\* Excluding salary of principals and on number whole time teachers.

## Excess Teachers and Approximate Excess Cost†

Table XXXVIII (b)

Shows number teachers employed in the day commercial high schools when determined by Board Rule count, number teachers allowed according to Board Rule, excess number employed, average salary of teachers and approximate excess cost of instruction for the years 1913-1915:

	(a) Number of teachers employed	(a) Number of teachers allowed	Excess number teachers employed	(b) Average salary of teachers	Approximate excess cost of instruction
1912-1913	29.2	28.1	1.1	\$1,702.09	\$1,872.29
1913-1914	31.3	30.7	.6	1,678.34	1,007.00
1914-1915	31.9	33.0	*1.1	1,759.53	*1,935.48

\* Decrease.

(a) For the high schools one (1) teacher to each thirty (30) pupils registered, provided that two teachers having all double-period subjects be counted as one. Principal not included.

(b) Excluding salary of principals.

(†) Owing to incomplete data, this table is compiled only from 1913.

## Excess Teachers and Approximate Excess Cost†

Table XXXVIII (c)

Shows number teachers employed in the day technical high schools when determined by Board Rule count, number teachers allowed according to Board Rule, excess number employed, average salary of teachers and approximate excess cost of instruction for the years 1913-1915:

	(a) Number of teachers employed	(a) Number of teachers allowed	Excess number teachers employed	(b) Average salary of teachers	Approximate excess cost of instruction
1912-1913	65.9	68.8	* 2.9	\$1,441.12	*\$4,179.24
1913-1914	79.8	82.2	* 2.4	1,426.21	* 3,422.90
1914-1915	95.2	107.8	*12.6	1,399.32	*17,631.43

\* Decrease.

(a) For the high schools one (1) teacher to each thirty (30) pupils registered, provided that two teachers having all double-period subjects be counted as one. Principal not included.

(b) Excluding salary of principals.

(†) Owing to incomplete data, this table is compiled only from 1913.

(a) Music: Cost of Instruction, Enrollment  
Per Capita, Cost, etc.

**Table XXXIX**

Shows the cost of music instruction in the day academic high schools, the enrollment in music, the per capita cost of music instruction, the number of teachers; and the average number of pupils per teacher for the years 1906-1915:

	Cost of instruction in music day academic high schools	Enrollment in day academic high schools	Per capita cost of music instruction	Number of music teachers day academic high schools	Number pupils per music teacher day academic high schools
1905-1906	\$1,700.00			1	
1906-1907	1,800.00			1	
1907-1908	2,600.00			2	
1908-1909	2,700.00			2	
1909-1910	3,200.00			2.2	
1910-1911	3,352.50			2.2	
*1911-1912	3,473.35	2012	\$1.72	2.2	914.5
1912-1913	3,377.94	2346	1.44	3.2	733.1
1913-1914	4,540.05	2658	1.70	2.9	916.5
1914-1915	4,679.98	2647	1.76	2.8	945.3

(a) Special music teachers were first employed January 1, 1902.

\* Fall term, 1911.

Drawing and Applied Art:  
Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table XL**

Shows cost of instruction in drawing in day academic high schools, the enrollment in drawing classes, per capita cost of drawing instruction, number of drawing teachers, and average number of pupils per teacher, for the years 1906-1915:

	Cost of instruction in drawing academic high schools	Enrollment in drawing classes academic high schools	Per capita cost of drawing instruction	Number of drawing teachers academic high schools	Number pupils per drawing teacher academic high schools
1905-1906	*\$ 8,000.00	1325	6.03	6	220.83
1906-1907	* 8,900.00	1383	6.43	7	197.57
1907-1908	† 7,500.00	570	13.15	6	95.00
1908-1909	† 10,700.00	622	17.20	10	62.20
1909-1910	† 12,168.00	728	16.76	11	66.00
1910-1911	† 10,948.55	1016	10.77	11.6	87.58
1911-1912	† 11,709.05	†1177	9.94	14.4	81.73
1912-1913	† 17,626.92	1140	15.46	15.2	75.00
1913-1914	** 18,243.24	1126	16.20	15.5	72.6
1914-1915	** 20,196.64	1010	19.99	16.7	60.48

\* Comprised two single periods per week.

† Comprised four double periods per week.

\*\* Comprised five double periods per week.

‡ Fall term, 1911.

**Manual Training:**  
**Cost of Instruction, Enrollment, Per Capita Cost, etc.**

**Table XLI**

Shows cost of instruction in manual training in day academic high schools, the enrollment in manual training, per capita cost of manual training instruction, number of pupils per teacher, for the years 1906-1915:

	Cost of instruction manual training academic high schools	Enrollment manual training academic high schools	Per capita cost of manual training instruction	Number manual training teachers academic high schools	Number pupils per manual training teacher academic high schools
1905-1906	\$18,120.96	1175	15.42	15	78.3
1906-1907	20,436.75	1211	16.87	17.2	70.4
1907-1908	22,890.68	1246	18.37	17.4	71.6
1908-1909	20,272.80	795	25.50	13.9	57.1
1909-1910	17,200.00	567	30.33	11.0	51.5
1910-1911	17,191.88	588	29.23	12.9	45.5
1911-1912	19,196.83	* 612	31.36	11.3	54.1
1912-1913	19,109.44	599	31.90	11.3	53.0
1913-1914	18,170.91	** 686	26.48	11.3	60.7
1914-1915	17,612.05	534	32.98	10.7	49.9

\* Taken from fall term report.

\*\* Included 125 counted twice.



Physical Training:  
Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table XLII**

Shows cost of instruction in physical training in day academic high schools, enrollment in physical training, per capita cost of physical training instruction, number of physical training teachers, and the average number of manual training teachers and the average number of pupils per teacher for the years 1906-1915:

	Cost of instruction physical training academic high schools	Enrollment physical training academic high schools	Per capita cost of physical training instruction	Number physical training teachers academic high schools	Number pupils per physical training teacher academic high schools
1906-1907	\$ 7,350.00	3383	2.17	7	483.2
1907-1908	7,350.00	3587	2.04	7	512.4
1908-1909	7,550.00	3519	2.14	7	502.7
1909-1910	7,900.00	3020	2.61	7.5	402.6
1910-1911	8,180.00	2632	3.10	7.6	346.3
1911-1912	9,077.25	2975	3.05	8.3	350.4
1912-1913	9,007.63	*2218	4.06	7.5	295.7
1913-1914	9,040.96	2451	3.68	7.6	322.5
1914-1915	9,560.46	2821	3.38	7.4	381.2
	12,177.29	3037	4.00	9.6	316.3

\* Special teachers of physical training were first employed during the school year 1902-03  
\* Taken from fall term report, 1911.

## Enrollment A

Shows enrollment in all day elementary schools, and the per cent of the enrollment elementary schools; it shows also the enrollment in all day elementary schools: 1906-1915:

	Enrollment all day ele- mentary schools	Enrollment regular day elementary schools	Per cent of enroll- ment all day elemen- tary schools enrolled in regular day ele- mentary schools	Deaf school	Boys' school	Detention school	Special schools (Defective)
1905-1906	59,496	59,072	99.28	59	235		130
1906-1907	59,824	59,294	99.11	62	318		150
1907-1908	60,062	58,967	98.17	76	798		213
1908-1909	60,197	59,285	98.48	97	614		210
1909-1910	63,164	61,668	97.63	79	657		237
1910-1911	*60,153	*59,139	98.31	87	†168		234
1911-1912	*63,409	60,235	95	91	426		275
1912-1913	71,394	67,719	94.83	105	777		270
1913-1914	75,802	72,899	96.15	**103	874		297
1914-1915	80,048	77,494	96.80	**117	413	590	436

\* Does not include 2,408 leavings and withdrawals of the quarters Sept.-Feb.

† Excluding transfers, counting each pupil once.

\*\* Includes Kindergarten enrollment.

Physical Training:  
Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table XLII**

Shows cost of instruction in physical training in day academic high schools, enrollment in physical training, per capita cost of physical training instruction, number of physical training teachers, and the average number of manual training teachers and the average number of pupils per teacher for the years 1906-1915:

	Cost of instruction physical training academic high schools	Enrollment physical training academic high schools	Per capita cost of physical training instruction	Number physical training teachers academic high schools	Number pupils per physical training teacher academic high schools
1905-1906	\$ 7,350.00	3383	2.17	7	483.2
1906-1907	7,350.00	3587	2.04	7	512.4
1907-1908	7,550.00	3519	2.14	7	502.7
1908-1909	7,900.00	3020	2.61	7.5	402.6
1909-1910	8,180.00	2632	3.10	7.6	346.3
1910-1911	9,077.25	2975	3.05	8.3	350.4
1911-1912	9,007.63	*2218	4.06	7.5	295.7
1912-1913	9,040.96	2451	3.68	7.6	322.5
1913-1914	9,560.46	2821	3.38	7.4	381.2
1914-1915	12,177.29	3037	4.00	9.6	316.3

Special teachers of physical training were first employed during the school year 1902-03  
\* Taken from fall term report, 1911.

## Enrollment A

Shows enrollment in all day elementary schools, and the per cent of the enrollment elementary schools; it shows also the enrollment in all day elementary schools 1906-1915:

	Enrollment all day ele- mentary schools	Enrollment regular day elementary schools	Per cent of enroll- ment all day elemen- tary schools enrolled in regular day ele- mentary schools	Deaf school	Boys' school	Detention school	Special schools (Defective)
1905-1906	59,496	59,073	99.28	59	235		130
1906-1907	59,324	59,264	99.11	62	318		150
1907-1908	60,062	58,967	98.17	76	798		213
1908-1909	60,197	59,285	98.48	97	614		210
1909-1910	63,164	61,668	97.63	79	657		237
1910-1911	*60,153	*59,139	98.31	87	†168		234
1911-1912	*63,409	60,235	95	91	426		275
1912-1913	71,394	67,719	94.83	105	777		270
1913-1914	75,802	72,899	96.15	**103	874		297
1914-1915	80,048	77,494	96.80	**117	413	590	436

\* Does not include 2,406 leavings and withdrawals of the quarters Sept.-Feb.

† Excluding transfers, counting each pupil once.

\*\* Includes Kindergarten enrollment.

Physic  
Cost of Instruction, En

## Ta:

Shows cost of instruct  
academic high schools, c  
per capita cost of physical  
physical training teachers  
manual training teachers  
pupils per teacher for the y

	Cost of instruc- tion physical training academic high schools	Enrollment physical training academic			
1905-1906	\$ 7,350.00	3383	2.17	7	463.2
1906-1907	7,350.00	3587	2.04	7	512.4
1907-1908	7,550.00	3519	2.14	7	502.7
1908-1909	7,900.00	3020	2.61	7.5	402.6
1909-1910	8,180.00	2632	3.10	7.6	346.3
1910-1911	9,077.25	2975	3.05	8.3	350.4
1911-1912	9,007.63	*2218	4.06	7.5	295.7
1912-1913	9,040.96	2451	3.68	7.6	322.5
1913-1914	9,560.46	2821	3.38	7.4	381.2
1914-1915	12,177.29	3037	4.00	9.6	316.3

Special teachers of physical training were first employed during the school year 1902-03  
\* Taken from fall term report, 1911.

Shows enrollment in all day elementary schools, the enrollment in the regular day elementary schools, and the per cent of the enrollment in all day elementary schools enrolled in the regular day elementary schools; it shows also the enrollment in all special day elementary schools and the per cent of the enrollment in all day elementary schools enrolled in special day elementary schools, for the years 1906-1915:

\* Does not include 2,406 leavings and withdrawals of the quarters Sept.-Feb.  
† Excluding transfers, counting each pupil once.  
‡ Includes Kindergarten enrollment.

† Excluding transfers, counting each pupil once.  
Includes Kindergarten enrollment.

# Teachers All Day Elementary Schools

Table XLV

Shows number teachers in all day elementary schools, number in regular day elementary schools, the per cent of teachers in all day elementary schools in regular day elementary schools; it shows also the number of teachers in special day elementary schools and the per cent of teachers in all day elementary schools in special day elementary schools, for years 1906-1915:

Number Teachers in Special Day Elementary Schools.																				
	Number teachers all day elementary schools	(a) Number teachers regular day elementary schools	Per cent teachers all day elementary school in regular day elementary school	Deaf school	Boys' school	Detention school	Special schools (Defective)	Backward schools	School for cripples	Schools for blind	Elementary industrial schools	Continuation schools	Epileptic schools	Open air schools	Foreign schools	Tuberculosis tent colony	Girls' Farm Detention school	Preventorium	Number teachers all special day elementary schools	Per cent teachers in all day elementary schools in special day elementary schools
1905-1906	1,395.20	1,378.20	98.78	6	3		8	0	0										17.00	1.22
1906-1907	1,428.00	1,403.00	98.24	7	5		10	3	0										25.00	1.76
1907-1908	1,510.66	1,471.00	97.37	9	6	66	11	14	1										48.36	3.13
1908-1909	1,563.00	1,514.70	96.90	10	8		13	16	1										50.50	3.10
1909-1910	1,566.20	1,515.70	96.77	10.3	7		13.4	11.5	1										60.50	3.22
1910-1911	1,946.80	1,879.00	96.51	11.8	8		14.0	3.0	2.0	1.0	7.0	3.0		1.0	15.0			67.80	3.48	
1911-1912	1,666.4	1,585.6	95.15	11.0	9.4		18.0	2.0	3.0	2.0	7.0	17.4	1.0	4.0	15.0			80.8	4.84	
1912-1913	1,760.1	1,662.1	94.43	12.0	10.0		19.0	4.0	4.0	3.0	8.0	17.0	1.0	4.0	15.0	1.0		109.5	5.56	
1913-1914	1,906.0	1,796.5	94.25	14.6	12.2		18.0	7.0	5.7	4.0	12.0	12.0	1.0	8.0	24.0	1.0		109.5	5.74	
1914-1915	2,030.04	1,909.44	94.05	13.6	11.1	2.0	25.0	13.0	5.7	*7.2	11.4	4.0	1.0	8.0	20.6	1.0	1.0	120.6	5.94	

(a) Includes teachers in all day elementary schools except those in all special schools.

\* Includes music teacher (1.2).

Regular Day Elementary School  
Cost of Instruction

Table XLVI

Shows the cost of instruction in regular day elementary schools for the years 1906-1915, the increase and the per cent of increase of each year over the preceding, also the per cent of increase, 1915 over 1906:

	(a) Cost of instruction regular day elementary schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1915 over 1906
1905-1906	*\$1,049,276.31	\$57,307.45	5.77	
1906-1907	* 1,131,183.11	81,906.80	7.80	
1907-1908	* 1,184,313.26	53,130.15	4.69	
1908-1909	* 1,245,217.32	60,904.06	5.14	
1909-1910	1,298,977.60	53,760.28	4.31	
1910-1911	1,351,414.18	52,436.58	4.03	
1911-1912	1,412,087.27	60,673.09	4.49	
1912-1913	1,490,613.23	78,525.96	5.56	
1913-1914	1,601,349.77	110,736.54	7.42	
1914-1915	1,808,653.71	207,303.94	12.94	72.37

(a) Includes salary of principals, also cost of German, manual training and cooking.

\* Includes backward schools.



## Enrollment by Years

Table XLVII

Shows the enrollment in the regular day elementary schools for the years 1906-1915, the increase and the per cent of increase of each year over the preceding, also the per cent of increase, 1915 over 1906:

	(a) Enrollment in regular day ele- mentary schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1915 over 1906
1905-1906	59,072	2,354	4.15	
1906-1907	59,294	222	.37	
1907-1908	58,967	† 327	† .55	
1908-1909	59,285	318	.53	
1909-1910	61,668	2,383	4.01	
1910-1911	*59,139	†2,529	† 4.1	
1911-1912	60,255	1,116	1.88	
1912-1913	67,719	7,464	12.22	
1913-1914	72,889	5,170	7.63	
1914-1915	77,494	4,605	5.94	31.18

(a) Exclusive of transfers and the enrollment of all special schools other than backward schools. Backward schools not included in 1912-1913.

\* Does not include leavings and withdrawals of fall and winter quarters—2406.

† Decrease.

## Enrollment by Grades

Table XLVIII

Shows enrollment in each grade of the day elementary schools and enrollment in all grades for the years 1906-1915:

	GRADE								Total
	1st	2nd	3rd	4th	5th	6th	7th	8th	
1906-1906	*13839	9725	10236	8407	7860	6362	4567	3515	64511
1906-1907	*14189	9684	9970	8842	7704	6389	4592	3245	64824
1907-1908	*14509	9992	9530	8780	7702	6179	4974	3254	64920
1908-1909	†11868	8824	8851	8125	7431	6017	4761	3708	59583
1909-1910	†12597	9960	8752	8222	7223	6120	4924	3870	61668
1910-1911	†11097	8582	8865	8264	7438	6074	4995	3824	†59139
1911-1912	†10525	8917	8408	8416	7786	6703	5193	4307	60255
1912-1913	**13408	9811	9828	9021	8716	7260	5966	5439	60449
1913-1914	***14410	11494	10050	9937	8873	7895	6464	6068	75209
1914-1915	***14521	11758	11501	10245	9755	7993	7130	7115	80018

\* Includes transfers and enrollment of all special schools.

† Exclusive of transfers, but includes enrollment of all special schools except of Boys' School.

‡ Does not include leavings and withdrawals of fall and winter quarters—2406.

\*\* Exclusive of transfers, but includes enrollment of all special schools except Detention and Continuation.

\*\*\* Exclusive of transfers, but includes enrollment of all special schools except Detention.

## Enrollment: Per Cent in Each Grade

Table XLIX

Shows per cent of the total enrollment in the regular day elementary schools in each grade for the years 1906-1915

	GRADE							
	1st	2nd	3rd	4th	5th	6th	7th	8th
1905-1906	*21.45	15.07	15.86	13.03	12.18	9.86	7.07	5.44
1906-1907	*21.95	14.98	15.44	13.68	11.92	9.88	7.10	5.02
1907-1908	*22.34	15.39	14.67	13.52	11.86	9.51	7.66	5.01
1908-1909	†19.91	14.80	14.85	13.63	12.47	10.09	7.99	6.21
1909-1910	†20.42	16.15	14.19	13.33	11.71	9.92	7.98	6.27
1910-1911	†18.76	14.51	14.99	13.97	12.57	10.27	8.44	6.47
1911-1912	†17.46	14.79	13.95	13.96	12.92	11.12	8.61	7.14
1912-1913	**19.30	14.12	14.15	12.98	12.55	10.45	8.59	7.83
1913-1914	***19.15	15.29	13.36	13.21	11.79	10.49	8.59	8.09
1914-1915	***18.14	14.69	14.37	12.80	12.19	9.98	8.91	8.89

\* Based on enrollment including transfers and enrollment of all special schools.

† Based on enrollment excluding transfers, but including enrollment of all special schools except Boys' School.

\*\* Based on enrollment excluding transfers, but including enrollment of all special schools except Detention and Continuation.

\*\*\* Based on enrollment, excluding transfers, of all schools except Detention.

## Whole Number Teachers

Table L

Shows number of teachers in the regular day elementary schools for the years 1906-1915, the increase and the per cent of increase of each year over the preceding, also the per cent of increase, 1915 over 1906:

	(a) Number teachers regular day elementary schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1915 over 1906
1905-1906	1,378.20	88.2	6.83	
1906-1907	1,403.00	24.80	1.79	
1907-1908	1,471.00	68.00	4.84	
1908-1909	1,514.70	43.70	2.97	
1909-1910	1,515.7	1.0	.06	
1910-1911	1,579.0	363.9	24.08	
1911-1912	1,585.6	*293.4	*15.61	
1912-1913	1,662.1	76.1	4.82	
1913-1914	1,796.5	134.4	8.08	
1914-1915	1,909.44	112.94	6.28	38.54

(a) Includes all day elementary school teachers other than teachers in special schools

\* Decrease.

## Number Regular and Special Teachers

Table LI

Shows whole number teachers regular day elementary schools, the number of regular teachers in regular day schools, the per cent of whole number of teachers in regular day schools regular teachers; it also shows the number of special teachers in the regular day schools and the per cent of the whole number of teachers in the regular day elementary schools that are special teachers, for the years 1906-1915:

	(a) Whole number teachers regular day elementary schools	(b) Number regular teachers in regular day elementary schools	Per cent of teachers regular day elementary schools regular teachers	No. special teachers regular day elementary schools					Per cent teachers regular day elementary schools special teachers
				German teachers	(d) Manual training teachers	Domestic science teachers	Physical training	Whole number special teachers	
1905-1906	1378.20	1271.0	92.22	97	10.2			107.2	7.78
1906-1907	1403.00	1316.0	93.79	76	11			87	6.21
1907-1908	1471.00	1381.0	93.88	76	14			90	6.12
1908-1909	1514.70	1400.7	92.47	95	19			114	7.53
1909-1910	1515.70	1397.7	92.21	91	27			118	7.78
1910-1911	1879.00	1749.0	93.08	94	36			130	6.91
1911-1912	1585.60	1445.0	91.00	97.6	45			142.6	9.00
1912-1913	1662.10	1516.5	91.24	99.6	23	23		145.6	8.76
1913-1914	1796.5	1645	91.56	101.5	23	27		151.5	8.43
1914-1915	1909.44	1797.6	94.14	50.8	27.7	29.64	3.7	111.84	5.85

(a) Includes all day elementary school teachers other than teachers in special schools.

(b) Includes all teachers in regular day elementary schools other than teachers of German, manual training and domestic science.

(d) Domestic science teachers included under manual training until 1912-1913.

## Pupils per Teacher, on Whole Number Teachers

Table LII

Shows the enrollment in the regular day elementary schools, for the years 1906-1915, the number of teachers, the number of pupils per teacher, the decrease in number of pupils per teacher over preceding year, and the per cent of decrease in number pupils per teacher, 1915 over 1906:

	(a) Enrollment regular day ele- mentary schools	(b) Teachers in regular day ele- mentary schools	Pupils per teacher in regular day ele- mentary schools	Decrease over preceding year in number pupils per teacher in regular day ele- mentary schools	Per cent of de- crease in num- ber pupils per teacher 1915 over 1906
1906-1906	59,072	1,378.0	42.86	1.10	
1906-1907	59,294	1,403.0	42.26	.60	
1907-1908	58,967	1,471.0	40.08	2.18	
1908-1909	59,285	1,514.7	39.13	.95	
1909-1910	61,668	1,515.7	40.68	*1.55	
1910-1911	†59,139	1,879.0	31.47	9.21	
1911-1912	60,255	1,585.6	38.00	*6.53	
1912-1913	**67,719	1,662.1	40.74	*2.74	
1913-1914	**72,889	1,796.5	†40.5	.2	
1914-1915	**77,494	1,909.44	†40.58	*.08	5.31

(a) Exclusive of transfers and the enrollment of all special schools other than backward schools.

(b) Includes all teachers in day elementary schools except those in special schools.

† Does not include the leavings and withdrawals of the fall and winter quarters—2406.

\* Increase.

\*\* Does not include backward schools.

‡ Figured on annual enrollment which includes all students entered during the year, all graduates, all leavings and withdrawals.

## Pupils per Teacher on Number Regular Teachers

Table LIII

Shows the enrollment in the regular day elementary schools for the years 1906-1915, the number of regular teachers, the average number pupils per regular teacher, the decrease in number of pupils over the preceding year, also the per cent of decrease in number of pupils per regular teacher, 1915 over 1906:

	(a) Enrollment regular day elementary schools	(b) Number regular teachers regular day ele- mentary schools	Number pupils per regular day elementary schools	Decrease in num- ber pupils per regular teacher	Per cent of de- crease in number pupils per regu- lar teacher 1915 over 1906
1905-1906	59,072	1,271.0	46.47	.95	
1906-1907	59,294	1,316.0	45.05	1.42	
1907-1908	58,967	1,381.0	42.69	2.36	
1908-1909	59,285	1,400.7	42.32	.37	
1909-1910	61,668	1,397.7	44.12	* 1.80	
1910-1911	†59,139	1,749.0	38.81	10.31	
1911-1912	60,255	1,443.0	41.75	7.94	
1912-1913	**67,719	1,516.5	44.65	* 2.90	
1913-1914	**72,889	1,645	†44.3	.3	
1914-1915	**77,494	1,797.6	†43.	1.3	7.46

(a) Exclusive of transfers and the enrollment of all special schools other than backward schools.

(b) Exclusive of German teacher, manual training and cooking teachers and teachers in all special schools.

\* Increase.

† Exclusive of 2406 leavings and withdrawals, quarters Sept.-Feb., 1911.

\*\* Does not include backward schools.

‡ Figured on annual enrollment which includes all students entered during the year, all graduates, all leavings and withdrawals.

## Per Capita Cost of Instruction

Table LIV

Shows cost of instruction in the regular day elementary schools for the years 1906-1915, the enrollment, the per capita cost of instruction, the increase and the per cent of increase in per capita cost of each year over the preceding, also the per cent of increase in per capita cost, 1915 over 1906:

	(a) Cost of instruction regular day elementary schools	(b) Enrollment in regular day elementary schools	Per capita cost of instruction in regular day elementary schools	Increase in per capita cost over preceding year	Per cent of increase in per capita cost over preceding year	Per cent of increase in per capita cost 1915 over 1906
1905-1906	\$1,049,276.31	59,072	\$17.76	\$ .28	1.60	
1906-1907	1,131,183.11	59,294	19.07	1.131	7.37	
1907-1908	1,184,313.26	58,967	20.08	1.01	5.29	
1908-1909	1,245,217.32	59,285	21.00	.92	4.58	
1909-1910	1,298,977.60	61,668	21.06	.06	.28	
1910-1911	1,452,197.78	*59,139	24.55	3.49	1.17	
1911-1912	**1,412,087.27	*60,255	23.43	†1.12	†4.05	
1912-1913	**1,490,613.23	**67,719	22.01	†1.53	†6.53	
1913-1914	**1,601,349.77	**72,889	21.96	†.05	†.002	
1914-1915	**1,808,653.71	**77,494	23.33	1.37	6.23	31.36

(a) Includes salaries of principals, also cost of German and backward schools, but not the cost of instruction in Deaf School, Boys' School, special schools or School for Cripples.

(b) Exclusive of transfers and enrollment of all special schools, other than backward schools.

\* Does not include the leavings and withdrawals of the fall and winter quarters—2406.

\*\* Does not include backward schools.

† Decrease.



German:  
Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LV**

Shows cost of German instruction in the regular day elementary schools, the enrollment, the per capita cost of German instruction, the number of teachers and the average number of pupils per teacher for the years 1908-1915:

	(a) Cost of German instruction in regular day elementary schools	(b) Enrollment in German in regular day elementary schools	Per capita cost German instruction regular day elementary schools	(c) Number of German teachers in regular day elementary schools	Average number of pupils per German teacher in regular day elementary schools
1907-1908		7,537		76	99.17
1908-1909		10,724		95	112.88
1909-1910	\$71,583.44	11,240	\$6.36	91	123.51
1910-1911	73,516.13	12,654	5.73	94	134.61
1911-1912	78,683.33	13,904	5.64	97.6	142.45
1912-1913	82,274.48	14,179	5.80	99.6	142.35
1913-1914	83,807.89	15,815	5.29	101.5	155.81
1914-1915	47,997.81	4,983	9.63	50.8	98.09

- (a) Exclusive of salary of exchange teachers.  
 (b) Average monthly enrollment.  
 (c) Exclusive of exchange teachers.

**Manual Training and Home Arts:**  
**Cost of Instruction, Enrollment, Per Capita Cost, etc.**

**Table LVI**

Shows the cost of manual training and home arts instruction in the regular day elementary schools, the enrollment, the per capita cost, the number of teachers and the average number of pupils per teacher for the years 1906-1915:

**(b) Manual Training**

	Cost of manual training instruction	Enrollment in manual training instruction	Per capita cost manual training instruction	Number manual training teachers	(a) Average number pupils per teacher
1905-1906	\$ 8,830.49	3,019	\$2.92	10.2	295.98
1906-1907	10,115.50	3,187	3.17	11	289.72
1907-1908	12,278.79	3,957	3.10	14	282.64
1908-1909	16,237.20	5,452	2.97	19	286.94
1909-1910	20,194.45	7,633	2.64	27	282.70
1910-1911	27,267.47	7,911.6	3.44	36	219.75
1911-1912	31,892.20	7,501.6	4.25	45	166.70
1912-1913	22,036.48	4,655	4.73	23	202.4
1913-1914	25,842.26	5,143	5.02	23	223.6
1914-1915	29,238.87	5,775	5.06	27.7	208.4

**Domestic Science**

	Cost of domestic science instruction	Enrollment in domestic science instruction	Per capita cost domestic science instruction	Number domestic science teachers	(a) Average number pupils per teacher
1912-1913	\$14,146.53	4,691	\$3.01	23	203.9
1913-1914	16,069.84	5,579	2.88	27	223.1
1914-1915	22,593.29	6,238	3.60	29.64	210.4

(a) One lesson per week in manual training for boys and one lesson per week in cooking for girls.

(b) Domestic Science and Manual Training combined until 1912-1913.

## SPECIAL DAY ELEMENTARY SCHOOLS

## School for Deaf:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LVII

Shows the cost of instruction in the School for Deaf, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher for 1906-1915:

	(a) Cost of instruction deaf school	Enrollment deaf school	Per capita cost of instruction deaf school	Number of teachers deaf school	Number pupils per teacher deaf school
1905-1906	\$ 5,479.02	59	\$ 92.86	6	9.83
1906-1907	7,096.53	62	114.46	7	8.85
1907-1908	7,440.31	76	97.89	9	8.50
1908-1909	8,696.81	79	110.08	10.3	7.66
1909-1910	9,954.39	97	102.62	9.6	10.10
1910-1911	10,134.50	87	116.48	11.8	7.37
1911-1912	10,581.97	91	116.28	12.0	7.58
1912-1913	11,109.07	105	105.80	12.0	8.75
1913-1914	12,497.93	103	121.33	14.6	7.0
1914-1915	12,682.19	117	108.39	13.6	8.6

(a) Includes salary of principal.

## Boys' School:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LVIII

Shows cost of instruction in the Boys' School (school for truants), the enrollment, per capita cost of instruction, the number of teachers, and average number of pupils per teacher for the years 1906-1915:

	(a) Cost of instruction boys' school	Enrollment in boys' school	Per capita cost of instruction boys' school	Number of teachers boys' school	Number pupils per teacher boys' school
1905-1906	\$ 4,419.50	235	\$18.80	3	78.33
1906-1907	5,679.22	318	17.85	5	63.60
1907-1908	6,616.11	798	8.29	6.66	119.83
1908-1909	8,751.92	614	14.25	8	76.75
1909-1910	9,040.99	657	13.76	7.0	93.85
1910-1911	10,920.56	*168	65.00	8.0	21.00
†1911-1912	10,728.42	426	25.18	11.0	38.72
†1912-1913	12,410.17	777	15.97	10	77.7
†1913-1914	14,884.25	874	17.03	12.2	71.6
**1914-1915	14,610.96	413	35.37	11.1	37.2

\* Note: No student counted twice.

(a) Includes salary of principal.

† Includes Detention School.

\*\* Does not include Detention School.

(a) Special Schools of Individual Instruction:  
Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LIX

Shows cost of instruction in special schools for physically and mentally defective children, the enrollment, per capita cost of instruction, the number of teachers and the average number of pupils per teacher for the years 1906-1915:

	Cost of instruction special schools	Enrollment in special schools	Per capita cost of special schools	Number of teachers special schools	Number pupils per teacher special schools
1905-1906	\$ 6,179.35	130	\$47.53	8	16.25
1906-1907	8,625.62	150	57.50	10	15
1907-1908	9,488.09	213	44.54	12	17.75
1908-1909	9,928.31	210	47.27	13	16.15
1909-1910	10,622.41	237	44.82	13.4	17.68
1910-1911	11,734.56	234	50.14	14	16.71
1911-1912	14,511.52	275	52.76	18	15.27
1912-1913	15,094.73	270	55.90	19	14.21
1913-1914	14,474.77	297	48.73	18	16.5
1914-1915	18,340.74	436	42.06	25	17.4

(a) Special schools were first organized by the Board of Education during the school year of 1904-1905.

## Schools for Blind:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LX

Shows cost of instruction in the Schools for Blind, the enrollment, per capita cost of instruction, the number of teachers and the average number of pupils per teacher for years 1914-1915:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	*Number pupils per teacher
1913-1914	\$3,762.12	44	\$85.50	4	11
1914-1915	6,354.16	58	109.55	6	9.6

## Schools for Backward Children:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXI

Shows the cost of instruction in Schools for Backward Children, the enrollment, per capita cost of instruction, the number of teachers and the average number of pupils per teacher for years 1914-1915:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	*Number pupils per teacher
1913-1914	\$5,015.69	133	\$37.71	6	22.2
1914-1915	7,773.81	318	24.44	13	24.4

\* Average number of pupils per teacher is figured on annual enrollment, which includes all students entered during year, all graduates, all leavings and withdrawals.

## School for Cripples:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXII

Shows the cost of instruction in the School for Cripples, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher, 1914-1915:

	(a) Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	*Number of pupils per teacher
1913-1914	\$5,262.84	117	\$44.98	5.7	20.5
1914-1915	5,644.38	115	49.08	5.7	20.1

## Elementary Industrial School:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXIII

Shows the cost of instruction in the Elementary Industrial School, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher, 1914-1915:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	*Number of pupils per teacher
1913-1914	\$11,749.81	263	\$44.67	12	21.9
1914-1915	13,464.35	282	47.74	11.4	24.7

(a) Includes salary of Principal.

\* Average number of pupils per teacher is figured on annual enrollment, which includes all students entered during year, all graduates, all leavings and withdrawals.

## Open Air Schools

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXVI**

Shows the cost of instruction in the Open Air Schools, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher, 1914-1915:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	*Number of pupils per teacher
1913-1914	\$5,071.70	248	\$20.45	8	31.0
1914-1915	6,700.31	233	28.75	8	29.2

## Tuberculosis Tent Colony:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXVII**

Shows the cost of instruction in the Tent Colony, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher, 1914-1915:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	*Number of pupils per teacher
1913-1914	\$785.79	40	\$19.64	1	40
1914-1915	900.03	41	21.95	1	41

\* Average number of pupils per teacher is figured on annual enrollment, which includes all students entered during year, all graduates, all leavings and withdrawals.



## School for Epileptic Children:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXIV

Shows the cost of instruction in the School for Epileptic Children, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher, 1914-1915:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	*Number of pupils per teacher
1913-1914	\$904.22	11	\$82.20	1	11
1914-1915	954.21	13	73.40	1	13

## Schools for Foreign Children:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXV

Shows the cost of instruction in the Foreign Schools, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher, 1914-1915.

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	*Number of pupils per teacher
1913-1914	\$15,323.92	719	\$21.31	24	29.5
1914-1915	17,453.85	510	34.22	20.6	24.7

\* Average number of pupils per teacher is figured on annual enrollment, which includes all students entered during year, all graduates, all leavings and withdrawals.

Girls' Farm Detention School:  
Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXVIII**

Shows the cost of instruction in the Girls' Farm Detention School, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher, 1914-1915:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1914-1915	\$276.30	18	\$15.35	1	18

## KINDERGARTEN

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXIX

Shows the cost of kindergarten instruction, the enrollment, the per capita cost of instruction, the number of kindergarten teachers, and the average number of pupils per teacher for the years 1906-1915:

	Cost of instruction kindergarten	Enrollment in kindergarten	Per capita cost of instruction kindergarten	Number of teachers in kindergarten	Average number of pupils per kindergarten teacher
1905-1906	\$44,941.32	2,656	\$16.92	74	25.8
1906-1907	54,040.61	3,240	16.67	79	41.0
1907-1908	53,008.85	3,605	14.70	81	44.5
1908-1909	63,811.96	4,935	12.93	90	54.8
1909-1910	69,598.22	5,537	12.56	105	52.7
1910-1911	81,037.21	4,270	18.93	110	38.0
1911-1912	87,765.21	5,163	16.99	127.5	40.4
1912-1913	96,453.88	6,362	15.16	179	45.7
1913-1914	108,636.29	6,777	16.03	155	43.7
1914-1915	132,041.09	7,231	18.26	173	41.8

## EVENING SCHOOLS

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXX

Shows the cost of instruction in the evening high schools, the enrollment, the per capita cost of instruction, the number of evening high school teachers and the average number of evening high school pupils per teacher for each of the years 1906-1915:

	Cost of instruction evening high schools	Enrollment evening high schools	Per capita cost of instruction evening high schools	Number teachers evening high schools	Number pupils per teacher evening high schools
1905-1906	\$ 3,745.00	544	\$6.88	31	17.54
1906-1907	5,672.50	896	6.33	57	15.71
1907-1908	7,506.00	1,228	6.11	54	22.74
1908-1909	10,884.75	1,891	5.75	79	23.93
1909-1910	13,617.00	2,065	6.59	88	23.46
1910-1911	14,464.00	2,261	6.39	96	23.55
1911-1912	16,731.00	2,891	5.78	114	25.35
1912-1913	19,721.00	3,050	6.46	135	22.5
1913-1914	21,392.00	3,346	6.39	151	22.1
1914-1915	25,847.00	4,311	5.99	161	26.7

## Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXXI

Shows the cost of instruction in the evening elementary schools, the enrollment, the per capita cost, the number of evening elementary school teachers and the average number of pupils per teacher for the years 1906-1915:

	Cost of evening elementary school instruction	Enrollment evening elementary schools	Per capita cost of instruction evening elementary schools	Number teachers evening elementary schools	Number pupils per teacher evening elementary schools
1906-1906	\$ 7,332.00	3,721	\$1.97	41	90.75
1906-1907	9,690.00	4,400	2.20	51	86.27
1907-1908	12,249.00	5,400	2.25	62	87.74
1908-1909	12,944.00	5,031	2.57	69	72.91
1909-1910	13,475.50	4,608	2.92	69	66.78
1910-1911	19,121.50	5,407	3.53	81	66.75
1911-1912	19,620.50	7,347	2.67	93	79.00
1912-1913	19,008.75	6,402	2.96	98	65.3
1913-1914	24,860.00	10,636	2.33	124	85.7
1914-1915	25,576.50	11,383	2.24	132	86.2

## SUMMER SCHOOLS

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXXII

Shows the cost of instruction in the summer high schools, the enrollment, the per capita cost of instruction, the number of summer high school teachers, and the average number of pupils per teacher for the years 1906-1915:

	Cost of instruction	Enrollment	Per capita cost instruction	Number teachers (whole time)	Number teachers Board rule count	Number pupils per teacher
1905-1906	\$ 1,050.00	278	\$ 3.77	5		55.60
1906-1907	1,045.00	303	3.44	5		60.60
1907-1908	1,050.00	252	4.16	5		50.40
1908-1909	1,050.00	216	4.86	5		43.20
1909-1910	1,008.75	258	3.90	5		51.60
1910-1911	33,600.60	1,279	26.27	65		19.67
1911-1912	21,485.49	1,135	18.92	41		27.68
1912-1913	25,457.74	1,396	18.23	64		21.8
1913-1914	31,464.63	1,941	16.21	*81.4	68.1	†28.5
1914-1915	22,087.77	2,183	10.11	*99.9	78.16	†27.9

Summer high school organized 1903.

\*Includes principals.

†Figured on number teachers according to Board Rule Count.

**Comparative Tables Summer High Schools**  
**Cost of Instruction, Enrollment, Per Capita Cost, etc.**

**Table LXXIII**

Shows the cost of instruction in the summer high schools, the enrollment, the per capita cost of instruction, the number of teachers, and the average number of pupils per teacher for the years 1911-1915:

**Summer Academic High School:**

	Cost instruction	Enrollment	Per capita	Number teachers (Whole time)	Number teachers Board rule count	Number pupils per teacher	Number graduates
1910-1911	\$ 8,632.32	463	\$18.65	16		28.9	
1911-1912	9,619.78	368	7.11	6		61.3	
1912-1913	7,262.49	630	11.52	18.6		33.8	
1913-1914	10,355.10	922	11.23	26.6	26.6	*34.6	12
1914-1915	8,800.14	1,123	7.83	31.6	31.6	*35.6	31

**Summer High School of Commerce:**

	Cost instruction	Enrollment	Per capita	Number teachers (Whole time)	Number teachers Board rule count	Number pupils per teacher	Number graduates
1910-1911	\$ 9,442.27	300	\$31.47	15.5		19.3	
1911-1912	9,323.34	375	24.86	16		23.4	
1912-1913	7,108.41	337	21.36	15.5		21.7	15
1913-1914	7,543.55	360	20.95	16	14.7	*24.4	23
1914-1915	4,551.05	411	11.80	17	15.8	*26	20

**Summer Technical High:**

	Cost instruction	Enrollment	Per capita	Number teachers (Whole time)	Number teachers Board rule count	Number pupils per teacher	Number graduates
1910-1911	\$ 15,526.01	516	\$30.08	33.5		15.4	
1911-1912	9,542.37	392	24.34	19.5		20.5	
1912-1913	10,096.84	429	25.63	29.8		14.4	41
1913-1914	13,565.98	650	20.58	34.8	26.8	*24.5	22
1914-1915	8,436.58	649	12.99	48.3	30.76	*21.1	24

\* Figured on number teachers according to Board Rule Count.

## Number Making Up All Work and Per Capita Cost

Table LXXIV

Shows cost of instruction in summer high schools, the enrollment, the number remaining to end of term, the number making up all work, per cent of enrollment making up all work, and the per capita cost of number making up all work, for the years 1906-1915:

	Cost of instruction	Enrollment	Number remaining to end of term	Number making up all work	Per cent of en- rollment making up all work	Per capita cost of number mak- ing up all work
1905-1906	1,050. 00	278	224	157	56. 47	6. 68
1906-1907	1,045. 00	303	266	171	56. 43	6. 11
1907-1908	1,050. 00	252	214	149	59. 12	7. 04
1908-1909	1,050. 00	216	198	144	66. 66	7. 29
1909-1910	1,008. 75	258				
1910-1911	33,600. 60	1,279	1,111			
1911-1912	21,485. 49	1,135	1,049			
1912-1913	25,457. 74	1,396	1,265			
1913-1914	31,464. 63	1,941	1,757			
1914-1915	22,057. 77	2,183	1,998			



## SUMMER ELEMENTARY SCHOOLS

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXXV

Shows the cost of instruction in the summer, grammar schools, the enrollment, the per capita cost of instruction, the number of summer grammar school pupils per teacher, for the years 1906-1915:

	Cost of instruction	Enrollment	Per capita cost instruction	Number of teachers	Number pupils per teacher	Number of graduates
1905-1906	\$ 600.00	† 240	\$2.50	4	60	
1906-1907	2,948.75	856	3.44	19	45.05	
1907-1908	4,629.80	925	5.00	29	31.89	
1908-1909	5,080.00	1,095	4.63	33	33.18	
1909-1910	4,338.75	1,027	4.22	28	36.67	
*1910-1911	30,703.48	4,187	13.18	129	18.04	
1911-1912	19,753.71	2,988	6.27	74	60.40	
1912-1913	10,193.63	1,643	6.20	64	25.7	63
1913-1914	12,406.70	2,177	5.69	78	27.9	98
1914-1915	13,049.07	†3,377	3.86	117	28.8	129

Summer grammar school organized 1905.

† Not exact.

\* Includes all grades.

‡ Included 121 primary students enrolled for Observation class work.

## Number Making Up All Work and Per Capita Cost

Table LXXVI

Shows cost of instruction in the summer grammar schools, the enrollment, the number remaining to end of term, number making up all work, per cent of enrollment making up all work, also the per capita cost of number making up all work, for the years 1907-1915:

	Cost of instruction	Enrollment	Number remaining to end of term	Number making up all work	Per cent of enrollment making up all work	Per capita cost of number making up all work
1906-1907	\$ 2,948.75	856	687	453	53.92	\$6.50
1907-1908	4,629.80	925	764	487	52.64	9.50
1908-1909	5,080.00	1,095	949	643	58.72	7.90
1909-1910	4,338.75	1,027				
1910-1911	30,703.48	4,187	3,514	3,245	77.50	9.46
1911-1912	19,753.71	2,988	2,637	2,053	68.67	9.62
1912-1913	10,193.63	1,643	1,518	1,229	74.8	8.29
1913-1914	12,406.70	2,177	1,880	1,263	58.01	9.82
1914-1915	13,049.07	3,377	2,902	2,045	60.55	6.46

## SUMMER FOREIGN SCHOOLS

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXXVII

Shows cost of instruction in the summer special foreign schools, the enrollment, the per capita cost of instruction, the number pupils per teacher for years 1913-1915:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1912-1913	\$1,067.81	278	\$3.84	8	34.7
1913-1914	952.02	203	4.68	7	29.0
1914-1915	1,087.02	267	4.07	10	26.7

**SUMMER BACKWARD SCHOOLS**

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXXVIII**

Shows cost of instruction in the summer special backward schools, the enrollment, the per capita cost of instruction, the number of pupils per teacher for year 1914-1915:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1914-1915	\$224.00	63	\$3.55	2	31.5

## (a) Summer Boys' School:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXXIX**

Shows cost of instruction in summer boys' school, the enrollment, the per capita cost of instruction, number of teachers in summer boys' school, and the average number of pupils per teacher, for each of the years 1907-1915:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1906-1907	\$150.00	168	\$0.89	1	168
1907-1908	150.00	135	1.11	1	135
1908-1909	150.00	81	1.85	1	81
1909-1910	187.50	140	1.33	1	140
1910-1911	696.69	* 32	21.77	2	16
1911-1912	258.33	142	1.81	1	142
1912-1913	218.94	111	1.97	1	111
1913-1914	263.68	**246	1.08	1	246
1914-1915	301.06	**203	1.48	1	203

(a) Summer boys' school was organized 1906, but no record of enrollment for that year is at hand.

\* Counting each child once and not Detention School.

\*\* Detention School.

## Summer School for Blind:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXXX**

Shows the cost of instruction in the school for blind, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher, 1914-1915:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1913-1914	\$252.64	8	\$31.58	1	8
1914-1915	112.00	9	12.44	1	9

## Summer Open Air Schools:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXXXI**

Shows the cost of instruction in open air schools, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher, 1914-1915:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1913-1914	\$565.48	175	\$3.23	4	43.7
1914-1915	336.00	140	2.40	3	46.6

## Summer Tuberculosis Tent Colony

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXXXII**

Shows the cost of instruction, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher 1914-1915:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1913-1914	\$134.74	27	\$4.99	1	27
1914-1915	112.00	35	3.20	1	35

## Summer Girls' Farm Detention School

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXXXIII**

Shows the cost of instruction, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher 1914-1915:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1914-1915	\$112.00	14	\$8.00	1	14

## (a) Summer Primary School:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXXXIV

Shows cost of instruction in the summer primary schools, the enrollment, per capita cost of instruction, number of summer primary school teachers, and the average number pupils per teacher, for each of the years 1907-1915:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1906-1907	\$1,027.65	588	\$1.74	15	39.20
1907-1908	1,818.96	1,058	1.71	28	37.78
1908-1909	2,088.67	1,178	1.77	32	36.81
1909-1910	2,114.39	1,133	1.86	32	35.40
*1910-1911					
*1911-1912					
1912-1913	None				
1913-1914	None				
1914-1915		**121			

(a) Summer primary schools were organized by the Board of Education in 1903, but enrollment was not separated from summer kindergarten until 1906-7.

\* Records of primary combined with summer grammar.

\*\* Listed under grammar students as they were enrolled for observation class work.

## (a) Summer Kindergarten:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXXXV**

Shows cost of instruction in the summer kindergartens, the enrollment, the per capita cost of instruction, number of teachers and the average number of pupils per teacher for each of the years 1907-1915:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1906-1907	\$ 980.89	437	\$2.24	14	31.21
1907-1908	950.07	395	2.40	14	28.21
1908-1909	1,087.15	523	2.07	16	32.68
1909-1910	996.32	536	1.85	16	33.50
1910-1911	None				
1911-1912	None				
1912-1913	None				
1913-1914	None				
1914-1915	None				

(a) Summer kindergartens were organized by the Board of Education in 1903, but enrollment was not kept separate from the summer primary schools until 1907.



## (a) Playgrounds:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXXXVI**

Shows cost of instruction in summer playgrounds, the enrollment, per capita cost playground instruction, the number of playground teachers, and the number of pupils per teacher for each of the years 1906-1915:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1905-1906	\$ 840.00	800	\$1.05	4	200.00
1906-1907	840.00	1,090	.77	8	136.25
1907-1908	840.00	1,242	.67	8	155.25
1908-1909	1,378.25	2,917	.47	12	243.08
1909-1910	292.33	743	.39	4	185.75
1910-1911	7,160.03	12,918	.55	63	205.04
1911-1912	9,236.98	8,472	1.10	44	192.50
1912-1913	6,579.05	7,534	.87	40	188.3
1913-1914	7,893.60	9,420	.84	43	219
1914-1915	4,612.73	6,735	.68	30	224.5

(a) Summer playgrounds were first organized by the Board of Education in 1903.

# ANNUAL REPORT

OF

J. M. H. FREDERICK  
SUPERINTENDENT OF SCHOOLS

FOR THE

SCHOOL YEAR  
1915-16

TO THE

BOARD OF EDUCATION

CLEVELAND, OHIO

JANUARY 23, 1917



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# EIGHTIETH ANNUAL REPORT

OF THE  
SUPERINTENDENT OF SCHOOLS  
J. M. H. FREDERICK



BOARD OF EDUCATION  
1915-1916  
CLEVELAND, OHIO



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CHARLES T. BLUNK.....	Messenger-Clerk



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# Eightieth Annual Report

OF THE

## Superintendent of Schools

J. M. H. FREDERICK

TO THE

BOARD OF EDUCATION

1915-1916

CLEVELAND, OHIO

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January 22, 1917.

TO THE HONORABLE BOARD OF EDUCATION:—

In compliance with the regulations of the Board, I transmit herewith my report for the school year 1915-16.

Respectfully submitted,

J. M. H. FREDERICK,

*Superintendent of Schools*

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### ECONOMIES EFFECTED.

An understanding of one of the problems which have confronted the Cleveland public school system in the four years from September 1, 1912, to August 31, 1916, may be gained from a careful contemplation of the growth in school attendance during this period. The total increase in the enrollment in this time was 22,529. These figures represent a growth in attendance a little greater than the total of the thirteen years preceding 1912-13, and an addition equal to more than twenty-eight per cent of the total enrollment of 1911-12. Calculated on the basis of the average number of pupils per teacher in 1911-12, this increase represents a need of 540

rooms for elementary schools and 65 rooms for the high schools, a total of 605 rooms. This increase in attendance has been as surprising as it has been great. Even had the needful financial means been at hand at the very beginning of this period, embarrassment could not have been escaped altogether; but the funds were not available to provide room for this unexampled increase. Bond issues, though ungrudgingly voted by the electors, have been woefully insufficient, and the tax duplicate has lagged far behind the growth in population. It was early manifest to the Educational Department that funds available for buildings were far from adequate and that consequently others plans must be devised to assist in the solution of the housing problems presented by this enormous increase in attendance.

In 1911-12 the number of pupils per teacher in the elementary schools was 38; in 1915-16 it was 42.9. This means that the elementary teachers in 1915-16 cared for 4.9 more pupils on the average than in 1911-12. The significance of this increase will be better understood if we bear in mind that this is the average increase for the total of 1879.4 elementary teachers, exclusive of principals and teachers of special schools. In 1915-16 the elementary teachers employed cared for 9,209 more pupils than they would if the average number per teacher had been the same as in 1911-12. Stating the matter in still another way, 242.5 fewer elementary teachers were employed the past year than would have been needed had the per capita of pupils to teachers in 1911-12 been maintained. The saving for elementary pupils is thus equal to 242.4 rooms, or more than ten elementary school buildings of twenty-four rooms each.

These figures do not include the Detroit, Empire and Observation junior high schools, which are composed of pupils of the seventh and eighth elementary grades. While the number of pupils per room in the junior high schools is somewhat greater than the number in the corresponding elementary grades, the number of pupils per teacher is smaller. However, the variations in these

three junior high schools do not materially alter the significance of the facts as stated above.

The increase in the enrollment of all high schools the past four years is 1,971, or more than twenty-five per cent. In that time little provision has been made for the accommodation of this large growth. West Technical High School was opened in the year 1911-12, and was intended to care for about 800 pupils. Besides this, two rooms have been added to East Technical High School and a building has been rented nearby for the further relief of that school.

Last year domestic science courses were provided in all the academic high schools and use has been made of a number of rooms for this activity which were not calculated for regular class-room work. Yet, these provisions for relief have not kept pace with the growth of the high schools. Sixty-five rooms would be necessary to care for this additional enrollment if we were to use as a basis the number of pupils per teacher of 1911-12. The situation here, as in the elementary schools, has been taken care of in large measure by assigning a greater average number of pupils per teacher. The 220.7 teachers employed in the academic high schools the past year have averaged 1.1 more pupils than did the teachers in 1911-12; the 144.8 teachers in the technical schools averaged four more pupils than did the teachers in these schools four years previous; and the 40.3 teachers in the High School of Commerce averaged 5.9 more. Thus on the basis of 1911-12, the enrollment last year would have required eight more teachers in the academic high schools, fifteen more in the technical high schools, and eight more in the High School of Commerce, or a total of thirty-one more teachers, and a corresponding additional number of rooms.

By thus absorbing the 242.5 elementary schools and the 31 high school classes, necessity for the outlay of not less than \$3,000,000.00 in new buildings and an additional salary charge of hundreds of thousands of dollars has been obviated. The saving in salaries the past year alone



is approximately \$200,000.00. The justification of this policy of increasing the average number of pupils per teacher, as I said one year ago, "rests chiefly in its approach to meeting the conditions caused by the shortage of funds and the unparalleled growth of the schools."

In the Seventy-ninth Annual Report of the Superintendent of Schools attention was called to the subject of retardation in the primary grades. In 1914, in spite of the better work done by the children of these grades, it was discovered that the percentage of retardation was substantially the same as before. It was argued that if pupils were formerly fit to pass with a certain recognized degree of proficiency, practically the same proficiency should now be considered adequate. The part of the annual report cited above is as follows: "When certain improved methods were introduced into the schools three years ago, it was confidently expected that the percentage of retarded pupils in the First Grade would be materially reduced. The second year's experience with these methods I expected would show not only the educative value of the better teaching, but I hoped to find also that there had been an important economic gain. Retardation is costly, and I hoped for a smaller percentage of repeaters as a result of more efficient class-room work in the primary grades. But the statistics showed practically the same percentage of pupils in the First Grade as in the previous years.

"Although before the adoption of the present methods of teaching the number of books read in the First Grade ranged from one to three or four, and the first year under the new plan the minimum was substantially equal to the maximum under the former plan, while the maximum had been advanced to upwards of twenty, the percentage of failures remained practically stationary. At a meeting of the Assistant Superintendents, the General Supervisors and the Superintendent, the subject was considered from every conceivable point of view. It was agreed that, along with the better quality of teaching, there had come a higher standard for promotion. It



**Class at Denison School Which Did a Year's Work in One Semester**

apparently did not seem quite clear to the teachers that if the better section were promoted only on the character and amount of work which they did, the slower division should be awarded the same distinction. Manifestly the stronger groups were hindering the progress of the slower. At once the question arose, why, if the slower divisions were doing as much work and apparently as good work as that on which the stronger groups won their promotions formerly, they were not just as ready for the next grade. Nothing can have a more depressing effect upon the child's mind than the thought at the outset that he is a failure, and no greater handicap to the progress of the normal child can be readily imagined.

"For these reasons it was decided that in the second semester, as soon as a First Grade division was able to undertake safely the work of the Second Grade, the advance was to be made. As a consequence, 45 such divisions were thus advanced and the way for the slower pupils made clear. This plan was adopted in a more limited way in the Second Grade. It is expected that some of these divisions will cover easily three grades in two years, and the wet blanket of enforced retardation will be removed from many. It is our hope that next year a still larger number of divisions will experience the advantages of this plan."

As has been stated here, forty-five divisions thus were allowed to progress the first semester (second semester of 1914-15) after the inauguration of this new promotion plan. At the close of the school term in June, 1916, 140 divisions in the elementary schools had progressed from one-fourth of a grade to a full grade beyond the normal advance. Of these divisions, 28 had gained one-fourth of a year's work, 106 one-half of a year's work, and 6 a full year's work. The total number of pupils advanced under this plan was 2,525. This represents a gain of 60 semester rooms; in other words, the use of 60 rooms one semester, or the equivalent of a 30-room building for one year. These advances have not been made by crowding the pupils to

their limit. On the contrary, strict injunction has been given that in no case shall a division be allowed to advance unless it is clear that the needs of the pupils require such advance, and in no case is a division allowed to "skip" any of the work. The plan is merely to permit such progress as the needs of the pupils may dictate. While there has been a manifest gain by this process for the classes which have gone forward more rapidly than the schedule prescribes, the remainder of the divisions have benefited by being allowed to advance more nearly according to their ability. The improvement is indicated by the smaller proportion of First Grade enrollment and the relatively larger proportion of Second Grade pupils. For the year ending in June, 1914, the First Grade comprised 19.1 per cent of the total elementary school enrollment, and the Second Grade pupils were equal to only 81.3 per cent of the First Grade. For the year 1915-16, the First Grade pupils comprised only 17.8 per cent of the total elementary enrollment, and the Second Grade pupils equalled 87.5 per cent of the First Grade.

Still another economy effected in this period of four years is to be found in the conduct of the summer schools. In the summer of 1913 the high schools were put upon a forward study basis. Instead of conducting classes for pupils who had failed in order to enable them to recover lost ground, the schools were organized on the basis of forward work. In each subject pursued a semester's assignment was to be covered. The length of the summer term is practically equal to one-half of one semester. It became necessary, therefore, to cover the usual work of a subject in one-half the regular time. Thus in the academic schools, for instance, a pupil may take two subjects instead of four, and so complete a regular semester's work in half the usual number of subjects. In the technical schools three-fifths of the regular number of subjects are carried by the pupil through the stressing of shop work. The gain in the high schools during the last summer term by subjects was 5,863. This, reduced to number of pupils promoted, represents 1,255, or a gain of 48 semester-rooms. Included in this list of promo-

tions were 101 who finished the course and received their high school diplomas.

The elementary schools were conducted eight weeks, and 2,480 pupils were advanced one semester as a result of their work. This number of promotions represents a gain of 60 semester rooms. The gain, therefore, through the work of the last summer term was one semester for 3,735 pupils and a housing gain of 108 semester rooms.

The total attendance at the summer high schools was 2,655, or more than one-fourth of the total enrollment for the year; the total registration for the elementary grades was 4,014, or five per cent of the annual enrollment.

The advisability of extending and elaborating the work of the elementary summer schools should be given consideration. It should, I believe, partake less of the make-up character, and be given over more to forward work, after the manner of the summer high schools.

Further economies are purposed for the year 1916-17. Additional consolidations have been arranged. In the kindergarten a plan has been adopted which will result in both economy and efficiency. It is estimated by the Supervisor of Reference and Research that 33 kindergarten teachers will be saved. The number of kindergarten pupils per teacher is in harmony with the practice generally in cities of Cleveland's class. But the number of pupils necessary in order that an assistant may be assigned to a director is somewhat larger than is desirable. With this exception, the plan as adopted should operate to the benefit of the system. The pupils' "waiting list" cannot fail to be fruitful of better attendance and of a keener appreciation on the part of both children and parents. The number of teachers saved will not be a net gain, however, for it is safe to predict that the enrollment in the kindergarten will be materially greater than heretofore.

#### **SALARY ADJUSTMENT.**

With the establishment of the technical and commercial high schools was provided the longer day for.



**Sheet Metal Shop at Willard Junior High School**

those schools and a differential of twenty per cent in salary in favor of the teachers employed in them. This differential was due to the fact that these teachers were required to teach more periods than those engaged in the work of the academic schools. This arrangement did not lend itself to harmony in the system. Seeing the opportunity for better salary immediately and a higher maximum for the future, many strong teachers who felt confident of their ability to teach the longer hours sought service in the new type of schools. Moreover, for the same reason, these schools were more attractive to many capable teachers outside of Cleveland who sought employment here. The academic schools were thus manifestly at a disadvantage, and the consciousness of this fact instantly and continuously manifested itself.

Immediately after I assumed the duties of Superintendent of Schools this situation was brought to my attention in a formal manner, and very frequently thereafter I was reminded of it informally. It became manifest, on a study of the situation, that harmony would not reign until a more equable schedule of salaries and hours was adopted. To lower the salaries of the teachers of the special high schools was not to be thought of, nor could their number of hours per day be lessened without impairing the efficiency of the work. Besides there was the ever-growing deficiency in the operating funds of the schools.

In response to the call for an advance in salaries for the academic school teachers I made the statement that I was willing, with a view to presenting the matter to the Board of Education, to give consideration to a plan which in its operation would not increase the budget. If an increase in salaries were to be made which would entail a larger expense, I argued, the elementary school teachers were entitled to first consideration. To this a generous response came from the teachers of some of the academic schools.

A condition prerequisite to presenting this matter of high school salaries to the Board of Education was that

it should be the unanimous wish of the high schools. The success of the plan seemed promising, but when the vote was taken two schools registered their opposition to the proposal. And here the matter rested until late in the year 1914-15, when I ventured to revive its consideration.

The plan as presented to the teachers of the academic high schools originally in the year 1912-13 was that the salary schedule and the hours of service for them should be the same as those for the technical and commercial schools. In effect five teachers in the academic schools were to teach as many periods as had been taught by six teachers formerly, and the salaries of the five teachers were to be equivalent to the salaries of six under the old schedule. In other words, it was intended to apply the twenty per cent differential of the special high schools to the academic high school teachers. There was to be twenty per cent more service and twenty per cent more pay. Provision in the plan was made for those teachers who might find the longer hours of service too onerous, to teach fewer periods and receive proportionately less salary. Thus those who might wish to continue to teach the same number of periods as before would be permitted to do so without any loss of salary as compared with that received by them under the schedule then in force.

This proposition was discussed at great length by members of the Board and of the teaching force. Some urged that the schedule of salaries for the technical and commercial high school teachers be reduced to that of the academic teachers, while others favored the application of the schedule of the special high schools to all other high schools. As is often the case when different views contend, the result was a compromise.

On December 27, 1915, by resolution No. 5398-A, by Mr. Bushnell, the Board adopted a new schedule for all high schools. This was to become effective in 1916-17. It provided for a substantial advance in pay for all academic high school teachers and for a time schedule equal to that of the special high schools. The salary advance of teachers in the technical and commercial



schools was brought temporarily to a halt. The maximum of the salaries of the academic high schools was advanced to \$2,200, and that of the technical and commercial schedule was reduced from \$2,400 to \$2,200. It was provided, however, that the new schedule should not operate to reduce the salary of any person then in the service. Thus teachers receiving \$2,300 or \$2,400 per year continue to receive the same salary as under the old schedule. The assistant principals of the academic schools also receive increases of \$100 per year.

The new schedule has been generally well received. Even the teachers in the special high schools had recognized that the situation was embarrassing, if not intolerable. They had realized that there was an element of instability in the schedule variations and that there must be insecurity until a more equitable arrangement was made. Little more need be said of the effect of the adoption of the schedule than that today unusual harmony reigns among the high schools. The Board of High School Principals, through their Secretary, declared this act of making uniform the conditions and compensation of service to be "the most far-reaching and universally beneficent piece of constructive legislation, so far as the Cleveland high schools are concerned, that has been proposed in the last two decades of school history in Cleveland."

July 17, 1916, the Superintendent of Schools submitted to the Board a proposed salary schedule for both principals and teachers in the elementary schools, and asked that it be referred to the appropriate committees.

The present schedule provides for the payment of principals of the various elementary schools on an exact per room basis. For every additional standard room a principal has under her supervision she receives an additional \$20. The proposed schedule does away with this petty distinction, and creates three classes. In the first class are placed all schools of 15 or fewer rooms. Five years of salary advancement are provided for this class: the first year, \$1,200; the second, \$1,300; the third, \$1,400;



**Print Shop at Fairmount Junior High School**

the fourth, \$1,500, and the fifth, \$1,600. The second class embraces all schools containing from 16 to 24 rooms, and the salary schedule runs from \$1,700 the first year to \$2,000 the fourth year. The third class contains all buildings of 25 or more rooms, and provides for advances from \$2,100 to \$2,400, with yearly increases of \$100 as in the lower classes. The Boys' School and the training schools at Case-Woodland and Willson are placed in the third and highest class.

Provision is also made for a new classification for principals of junior high schools. Principals of the first class would receive \$1,800 the first year, \$1,900 the second year, and \$2,000 the third year and thereafter. Under the second class the salary provided for the first year is \$2,100, and \$100 is added each year until the fifth year, when the maximum of \$2,500 is reached.

The most important advance proposed by this schedule is that for the regular elementary teachers. The present schedule fixes the maximum at \$1,000. This, of course, does not apply to the training and observation teachers, the teachers of the blind, and those at Brownell Industrial School and the Boys' School, who receive differentials varying from 10 per cent to a flat rate of \$100 per year extra. The proposed advance for the elementary teachers is small, when we take into consideration their training and also the salaries of high school teachers; and especially when we compare the salaries of the elementary teachers with the wages which the trades command. Yet it has been necessary to consider the condition of the school funds in contemplating such an advance. The teachers of the elementary schools comprise the great body of instructors, and the proposed changes would mean a very substantial increase in the school expenditures. In presenting this schedule the Superintendent was not unmindful of the fact that the finances of the Board might not justify the full increase immediately, and so proposed a plan of advancement whereby those teachers who should do satisfactory graduate work in approved institutions might be pro-

moted from time to time in the salary schedule until the new maximum of \$1,200 should be reached. This alternative would have added only a few thousand dollars to the payroll during the year 1916-17 and would have been a fitting recognition of the efforts of teachers to improve themselves professionally.

Another schedule which is now in committee is one to revise the salaries of certain supervisory officers who now receive much less than like officers in other cities of Cleveland's class. The proposed change for this branch of the service would add only a few thousand dollars to the expenditures. Moreover, it contemplates more service and better service.

### THE JUNIOR HIGH SCHOOLS.

The year has witnessed the establishment of three junior high schools—the first in Cleveland. The Empire Junior High occupies the entire 24-room building at Empire Avenue and East 93rd Street. Detroit Junior High shares its building with some of the lower elementary grades, and the junior high school at Observation School has been conducted in one room. While the material conditions have been thus various, the results have been such as to justify a wide extension of the junior high school organization in the fall of 1916, with a view to its early application to the appropriate grades throughout the city.

In the course of the past summer legislation has been enacted by the Board to establish this type of schools at Addison, Central High, Mill, South and Willard schools, and to transfer to Fairmount School the very meager junior high activity at Observation School. There have thus early been established eight junior high schools. Empire and Mill buildings are given over completely to junior high school activities; at Addison and Fairmount a little space is used for the accommodation of the very small children from nearby homes; Detroit, South and Willard each houses a junior high school and a considerable number of elementary schools; and Cen-

tral High School shares its quarters with junior high school pupils of the Seventh and Eighth grades.

While this variety has been due to the pressing need for economy of space, it will serve to illustrate different plans of division. Central should become a six-year high school, whereas by the addition of the ninth grade such schools as Empire, Addison and Mill will become readily parts of the 6-3-3 plan.

For months a course of study for a three year junior high school has been forming. The aim has been a consistent curriculum for all pupils up to the completion of the ninth grade. The curricula provided for the various high schools have made it necessary for a pupil to decide at the completion of the eighth grade the course he is to pursue in the next four years. Many argue that the choice of course and the consequent probable choice of vocation should be delayed as long as possible. To these the new ninth year course should be very welcome. In this course much prevocational work is provided, in order to afford the pupil an opportunity to test his capacities and tastes in a variety of lines. At the end of the third year of such a school a pupil will be better able to judge what course he should pursue in the senior high school. Moreover, it will be possible to make a change at the beginning of the tenth grade without that loss of credit which heretofore has followed the transfer of pupils from one type of high school to another.

Unless there should be an unexpected increase in the enrollment of two or three high schools, they may very profitably follow the plan adopted for Central High School. A six-year course, wisely administered in these schools, should bring the benefits of the more modern organization to many hundreds more pupils, and the more extended use of these buildings and their equipment would prove a wise economy. Already plans are being made for such changes in some of these schools.

In my letter of September 6, 1916, to the Director of Schools pointing out the more pressing needs for building relief, I recommended the erection of two thirty room and



**Bookbinding Class at Detroit Junior High School**

two twenty-four room junior high school buildings by means of the proposed bond issue. It has seemed to me good policy, until the junior high school organization is complete throughout the city, that new buildings, so far as possible, should be erected for the housing of this activity. Not all of the more pressing needs of the system can be cared for by the construction of junior high schools, however, and much of the building fund must go constantly to the relief of the regular elementary schools.

### **AID FOR SUPERVISING PRINCIPALS.**

To be a supervising principal today signifies more than it did a decade ago. Then it meant to keep the general order of a school and to see that the individual teacher covered with her class the work laid out by the central office. Today the principal is expected to visit the classes of her building, study their conduct and the methods and material used, and with a clear understanding of the pedagogical principles involved assist the individual teacher to do her best.

When this new type of supervision was first proposed, certain very successful principals expressed grave fear that it would dwarf the individuality of the teacher. And this fear was rather natural from the point of view of those who had succeeded under the former plan of administration. But in the light of experience these fears have proved groundless. Never have the individuality and personality of the teacher shown themselves so pronounced as under the later scheme of supervision.

A large number of our principals have set themselves earnestly to the task of scientific supervision. Not a few have taken summer courses at Columbia University and other institutions outside of Cleveland, and many have made use of our own Cleveland School of Education and the extension courses of the Cleveland Normal School and Western Reserve University, in their efforts to improve themselves as supervisors of the work entrusted to their care.

But the principals found a serious impediment in the vast amount of administrative and clerical work which they were called upon to perform. Each principal of a building of thirty or more schools for some time has been given the continuous clerical assistance of a young teacher, but the principals of buildings with fewer than thirty rooms were given no relief whatever, and they necessarily continued to give much of their valuable time and attention to matters which young high school graduates could do quite as well. It was, therefore, an important step which the Board took when it authorized the employment of clerical assistants to aid the principals of all schools of from twenty to twenty-nine rooms one-half of each day in order that they might devote this time to the study of class-room work, and to the help of the teachers.

### EVENING SCHOOLS

Under the schedule for the evening high schools which has been in operation many years, the incentive is not great for pupils in the academic high schools to do advance work. What the pupils usually hope to accomplish is to make up work in which they have failed in the day school, or to strengthen themselves in subjects in which they feel need of greater proficiency.

While the regulations promise a diploma to pupils who complete the evening high school course, its certification is based upon credits which are not to be compared with those earned by pupils taking the four years' course in the day high schools. Sixteen credits must be earned to entitle the evening high school pupil to a diploma. Each of these credits is based upon work represented by one two-hour recitation period per week for one year. Under the present schedule this would mean forty sixty-minute hours, the equivalent of  $53 \frac{2}{3}$  forty-five minute recitation periods, as compared with 190 recitation periods which constitute the time basis of each of the sixteen credits required by the day high schools for a diploma. For an evening school diploma the pupil must do work equivalent to  $85 \frac{1}{3}$  forty-five minute



periods, as contrasted with 3040 forty-five minute periods in a four years course in the day schools.

This night high school diploma clearly was not intended to qualify the possessor to matriculate in a school of law or medicine or any other institution which, under the statutes of the State, require a diploma from a first grade high school as a condition of graduation.

A striking comparison of the work done in the evening high schools with that accomplished in the day high schools is comprised in the statement that, it would require  $28\frac{1}{2}$  years for a pupil in the evening high schools, attending two evenings per week during the twenty weeks' course, to do the equivalent of the work accomplished by a pupil in the four years' course of the day high schools. A pupil attending four evenings per week for twenty weeks (eight hours per week) can complete the equivalent of the four years' day course in  $14\frac{1}{4}$  years.

These figures apply to the technical and commercial high schools as well as to the academic, but they do not have the same meaning because the pupils enrolled in the technical and commercial courses are there with a definite purpose to acquire certain special training. They do not have in view a college course or a professional career.

In the evening classes at the High School of Commerce most of the pupils, with the exception of those in bookkeeping and shorthand, attend four evenings, or eight hours, each week, and devote the entire time to two subjects.

In the evening technical schools, however, few pupils attend more than two evenings per week, and most of their work is shop practice. In the evening classes at the academic high schools many pupils attend four nights per week, devoting one hour an evening to each of two subjects; others take four subjects.

If the evening high schools are to be made comparable with the day high schools as an effective educational force they must be reorganized. This reorganization



**Art Room at Empire Junior High School**

should provide for the extension of the yearly term, and possibly a lengthening of the evening session.

A yearly term of fifty weeks would more nearly meet the requirements of the pupils who attend these schools for real forward work with college entrance in view. An evening session from seven o'clock to 9:15 o'clock would provide for three regular forty-five minute periods each evening, and establish a basis upon which the work of the pupils in the evening schools could be compared better with that done in the day schools. During a term of fifty weeks, four evenings per week, with three periods per evening, there would be provided 600 forty-five minute periods of recitation, as against 760 periods per school year for four subjects in the day academic high schools. At present in a twenty weeks' term but 160 hours are devoted to recitation, which is equivalent to 213  $\frac{1}{3}$  forty-five minute periods. This suggested change would enable an ambitious and energetic pupil in the evening high schools to accomplish in five and  $\frac{1}{15}$  years what is now done by pupils in the day high schools in four years.

This longer term, I have no doubt, would be satisfactory to those who desire to do college preparatory work in the evening high schools. The additional cost of operating the schools during the longer term could be met by a readjustment of the fees. I am informed by the President of the Evening High School Alumni Association that pupils would be glad to pay fees which might be required by the Board under such reorganization of the night school activity as I have suggested.

While only a minority of the pupils in the evening high schools would be able to take this intensive forward work, a considerably larger proportion of them no doubt would appreciate the opportunity.

My suggestion is, therefore, that one academic high school be selected in which to organize classes in accordance with this recommendation for a term of fifty weeks, and that the other academic high schools, the High School of Commerce, and the Technical high schools be

conducted for a term of twenty weeks, as provided by the regulations adopted September 25, 1916.

The Supervisor of the Evening High Schools is of the opinion that it would be unwise to provide a uniform term of fifty weeks for all of these schools, for the reason that many pupils who enroll in them for the purpose of pursuing one or two subjects would not be able to give to the preparation of their lessons the time which would be required for the longer course. He believes, however, that the pupils who enter the evening high schools with the distinct purpose of earning credits required to entitle them to a diploma equivalent to that of the day schools would be able to do the work satisfactorily. He is also of the opinion that most of these pupils would make rapid progress in the evening schools, for the reason that they are more mature than the average pupil in the day high schools.

In some other cities the evening high schools have been organized on the basis of a longer term than is provided in Cleveland, and credits approaching more nearly in value those awarded pupils in the day high schools are granted.

This is particularly the case in Cincinnati, where the evening high schools are classed as high schools of the first grade. The term consists of thirty-two weeks per year, four nights per week, two hours per night, from 7:30 to 9:30 o'clock. The course covers four years, and for its completion the University of Cincinnati allows twelve credits towards entrance. The time is to be extended from four to five years, the same number of weeks and hours per week as at present, and the University of Cincinnati has agreed to allow fifteen credits for this new course.

The evening elementary schools of Cleveland are conducted much as are those of other large cities. Their purposes are the same, their methods similar, and their teaching force of like quality. The chief purpose subserved by these schools is to enable the foreign-born residents to acquire the use of the language of this country.

The United States Bureau of Immigration advises that pupils be classified (1) according to relative ability to speak English, and (2) according to nationality. According to ability it suggests three classes: "(a) Beginners, comprising those speaking no English or speaking a little very badly; (b) intermediate, comprising those who speak some English pretty well, and those who speak considerable English quite badly; (c) advanced, comprising those who speak English well and wish to acquire fluency in speaking, reading and writing."

In Cleveland the schools are thus divided, but it appears that we are more advanced in the way of classification. Mr. F. G. Brooks, Supervisor of the Evening Elementary Schools, in a report upon the work, says: "The schools are divided into three grades: primary, intermediate and advanced. It is almost impossible to grade them in any other way, except at Longwood and Outhwaite. In these two schools we have regular grade work from the first to the eighth." Concerning the method of teaching, the Supervisor says: "We are using as a basis of work a rational system for teaching English to foreigners, by Peter Roberts." Mr. Brooks says that before becoming Supervisor of the Evening Elementary Schools, he used this system for four years at Hicks Night School and found it very satisfactory. This system has been received with favor throughout the country.

From the very nature of the evening schools it seems to be necessary to recruit the teaching force from among persons who are engaged either in teaching or some other vocation during the day. It becomes, therefore, necessarily a side issue and apparently is destined to remain so until sufficient funds can be provided to employ teachers in competition with the day school and other professions.

Great efforts have been made to inform the newly arrived aliens of the opportunities afforded by the evening schools. Since the beginning of the great European war the attendance at the evening elementary schools has diminished and will undoubtedly continue to dimin-



**Domestic Science Kitchen at Central High School**

ish until a new tide of immigration sets in. The attendance at the evening high schools during the past year, however, was greater than ever before. The account of the Supervisor of Evening High Schools is of such interest that I am making it an appendix to this report.

The present method of evening school supervision has been in vogue for many years, and is probably as satisfactory as could reasonably be expected in view of the very modest expense. The amount paid for this service is so meager that no competent person could afford to make this work his sole, or even his major, interest. It, therefore, has been necessarily a side issue with day school teachers. The evening school activities, however, have assumed such proportions and such important character that a change may well be considered. Some months ago in a communication to members of the Committee on Educational Matters, I stated that whenever means became available, without detriment to the day school activities, I was prepared to recommend the employment of some competent person to devote all his time to the work of the evening schools. In some cities this work is assigned to an assistant superintendent as a minor part of his duties. This appears to be a good arrangement, but in Cleveland, in order that it might not interfere with the important and vast work of day school supervision, an additional Assistant Superintendent should be employed. The evening work could then be assigned as part of the duties of one of the Assistants, much as is the work of the schools for the deaf, blind and crippled children.

Some of the economies effected by supervision through the Assistant Superintendents have been pointed out elsewhere in this report, and the value of an additional member of this corps as here suggested should be very manifest. A separate supervisor for the evening schools would represent a considerable extra expense with no manifest financial saving to compensate. An Assistant Superintendent who would aid in the better organization of the day schools might far more than pay

his salary by more economical organization, not to speak of the better instruction and training of the pupils.

### **DIVISION OF REFERENCE AND RESEARCH**

On March 6 I sent to the Board a communication calling attention to the importance of our statistical data and suggesting that greater use of this material might be made if the Division of Requisitions and Reports were reorganized and elaborated. To this end, and in order that lines of investigation, which lack of money previously seemed to forbid, might be undertaken, I recommended that a Division of Reference and Research be established.

On May 1 the Board adopted a resolution establishing such a division. The Director of Reference and Research, to whom charge of this activity was given, set about the discharge of the duties of his new office with alacrity. A statement of something of what had been accomplished before the close of the school year, and of work projected, is given below :

Cleveland, August 31, 1916.

Mr. J. M. H. Frederick,  
Superintendent of Schools,  
Cleveland, Ohio.

My Dear Mr. Frederick:—

In accordance with your recommendation, the Division of Reference and Research was created by the Board of Education, at its regular meeting May 1, 1916, the office of Supervisor of Requisitions and Reports being abolished.

The duties of this new division, as defined in the original resolution, are three-fold. First, the standardization of the educational supplies and equipment for all the schools and for each type of school, special schools and kindergartens, the making of requisitions for these activities, recommending upon proposals which were submitted upon these requisitions, following up the deliveries and the checking of invoices. In addition, this division, sub-



ject to the approval of the Director of Schools, has standardized the equipment of principals' offices, rest rooms, teachers' lunch rooms, school rooms and kindergartens.

Second, the clearance of all requests for the use of building and building changes.

Third, the supervision of the system of reports, the determining of the form of the same, the collection and summarizing of them at the end of each semester and at the end of the summer period; the studying of these reports and summaries along lines of promotion and non-promotion, repetition, retardation and elimination; compiling data along these lines, issuing tables of comparisons, which tables shall be both numerical and graphic, the photographing of the same back into the system; the conducting of tests comparing the efficiency of one type of school with another, the comparative effectiveness of instruction in one subject with another; the scoring of papers and tabulating the results, and such other lines of investigation as may arise from time to time and be considered by the Superintendent of Schools and the Board of Education as profitable to the system.

The detail requisition work is handled by a requisition clerk, assisted by a typewriter copyist. When one considers that the educational supplies and equipment purchased for the schools of Cleveland now cost in excess of \$100,000 annually; that all of these supplies and equipment must be purchased upon requisition issued by this department; that a considerable portion of these supplies must go into the store-room and be sent out again to the individual schools upon requisitions issued by this department; that deliveries must be followed up, copies of orders sent to the persons who made the original requisition, and invoices checked with the original orders and approved for payment, one can easily understand the vast amount of detail involved in this work. All records of transactions passed upon by this division must also be filed so that they can be referred to at a moment's notice. The work has been exceedingly difficult this year, owing to shortage in supplies, advances in prices and cancella-



**The Enlarged Murray Hill School**

tion of orders, because of conditions in the warring countries of Europe. Often goods have been sold before the orders could be placed, many proposals being marked subject to prior sale.

The typing and filing of papers covering changes in and requests for use of buildings, is handled by a stenographer, but I must pass upon many of the building changes. This provides for uniformity. It is necessary that I attend many conferences in the office of the Director of Schools, to discuss these matters with the heads of other divisions and bring back to you the results of such conferences. This provides for standardization and uniformity.

The detail statistical work is handled by a statistical clerk, assisted by a clerk who serves part time.

At your request, and with the approval of the Board, I visited Rochester and Boston during the latter part of May, examining the Divisions of Reference and Research in those cities. I reported my findings to you, and this report was printed in the Record of the proceedings of the Board under date July 17, 1916.

A study of retardation of Cleveland school children was made in June, the results of which were referred to you. Next a study of failures by grades and divisions was made and this was referred to the principal of each elementary school. Each principal was asked to make a graph of her building and compare her standards with the standards of the system as a whole. Later a careful analysis of the kindergartens was made and the per capita of pupils to teachers ascertained. This showed a very low average number of pupils in a number of cases.

Next a careful study of special schools was made and a report of the same submitted to you in July. This was followed by a study of the salaries of all employees, except custodians, who receive in excess of \$2,500, and a comparison made with the salaries attached to corresponding positions in Boston, Chicago, Pittsburgh and Detroit. This disclosed the fact that salaries in Cleve-

land were considerably lower than those paid in the other cities named. A study was made of the organization of departments and classes in the high schools with a view to increasing the average number of pupils per teacher. Instructions were sent to high school principals prior to the making up of their programs in September.

All of this work, designed to increase the average number of pupils per teacher in the kindergartens, in the elementary grades and in the high schools, has been undertaken, not only that each might bear its full share of the burden of the school room, but also in the hope that there might be added to the grade teachers' salary schedule a new classification increasing the maximum from \$1,000 to \$1,200. Approximately enough money can be saved in this re-organization to render this advance possible without loss to the Board or to the community.

The hand-books of the census enumerators have been checked, and the names and addresses of all children of school age who are reported as not in school have been turned over to the truancy division.

Our first research test will be made in January, 1917. This is a Courtis test in Arithmetic, Series B. It will be given to ten thousand children in grades 4 to 8, inclusive. Normal school students, trained for this purpose, will conduct this test. It will be followed by a similar test in May. A reading test will be given to approximately the same number of children in February, and some time during the spring term a spelling test will be given to practically all of the children. In a large system like ours different groups of children may be tested along different lines without unnecessarily burdening any group of children or group of teachers. That is, one group of children may be given a test in arithmetic, and an entirely different group a test in reading at the same time.

Various committees of principals and teachers will soon be at work in co-operation with this division. The chairmen of these committees will form an advisory committee for the head of the division. We expect to make a most critical study of the reports that come to us at the

end of this semester. This will include all types of schools and the reports will be made on the enrollment, retardation, eliminations, failures by studies, etc.

The work of the division seems to be progressing satisfactorily, and I feel grateful for the loyal, whole-hearted services of those who are associated with me in it.

Yours very truly,

(Signed) C. W. SUTTON,

Director of Reference and Research.

### THE SPECIAL SCHOOLS

Exclusive of the School for Crippled Children and the School for the Deaf, seventy-seven special schools have been maintained. The following table, compiled by the Division of Reference and Research, gives a picture of the types of special schools, the number of teachers employed in each, the number of pupils, the average number of pupils per teacher, the total tuition cost of each type of school, and the per capita cost based on the total enrollment:

Type	No. of Teachers	No. of Pupils	Average No. per Teacher	Tuition Cost per Year	Per Capita Cost Based on this Enrollment for the Year
Blind .....	8	69	8.6	\$ 7,915	\$114.71
Backward ..	19.6	430	21.9	16,350	38.02
Defective ...	35	510	14.5	30,650	60.09
Epileptic ....	1	6	6	1,000	166.66
Foreign ....	6	133	22.1	5,150	38.72
Open Air ...	8	211	26.3	6,950	32.93

One fact stands out prominently in these figures: The schools for the blind, the mentally defective, and the epileptic have by far the smallest average enrollment and the largest tuition cost. The care of the blind pupils, like that of the deaf and the crippled is largely at the expense of the State; but the mentally deficient and epileptic pupils remain a great financial burden to the city school district. The state cares for the blind, the deaf and the crippled on the ground that they are



**Fresh Air School at Murray Hill**

properly its wards. The mentally incompetent are likewise so regarded. While the State already cares for a part of this class, it has not made adequate provision for the majority of those for whom it should be responsible. The institution at Columbus is taxed to its capacity, and the great majority of the mentally deficient cannot be admitted to it. I have repeatedly pointed out that there should be established a school farm colony in the vicinity of Cleveland for the accommodation of this class of children. So long as these persons are allowed to mingle with the world they will constitute a menace to it, and themselves be a prey to society. The vast majority of the mentally defective class are said by students of the subject to be the offspring of mentally deficient parents, and so long as they are allowed to mingle with the world at large perpetuation of this class will be assured.

With such a school farm it would be possible to shield the inmates from society, and by sex segregation greatly lessen the percentage of mental deficiency in the future.

For this purpose state aid is needed. Either the state should assist the local school district to care for these unfortunates, or it should provide adequately for their care at some point readily accessible to the families of the inmates.

#### **CREDIT FOR MUSIC.**

The recommendation that credit be given to high school pupils for proficiency in the study of music outside of school hours, made in the Annual Report of the Superintendent of Schools one year ago, is still in the hands of the Committee on Educational Matters. The interest in this subject has not abated, and my conviction that such credit should be given is as strong as when the matter was first presented to the Board of Education. Such credit is given in other large cities with gratifying results, and there appears to be no valid reason why in Cleveland it should not be successful.

## APPENDIX

### EVENING HIGH SCHOOLS

July 1, 1916.

Mr. J. M. H. Frederick,  
Superintendent of Schools,  
Cleveland, Ohio.  
Dear Mr. Frederick:

I beg to submit for your study and comparison the following report of the Evening High Schools for the school year 1915-16.

Glenville, Central, South and Lincoln Academic schools and the High School of Commerce were in session for one term of twenty-two weeks beginning October 11, 1915, and ending March 25, 1916.

West Technical School divided the year into two terms of ten weeks, the first term closing December 17, and the second March 15.

East Technical divided the year into three terms of ten weeks, closing December 17, March 15, and June 12, respectively.

Number of pupils registered (counting each but once):

High School of Commerce .....	573
Academic schools .....	1,627
Technical (First Term) .....	1,771
Technical (Second Term) (number not registered first term) .....	756
Technical (Third Term) (number not registered second term) .....	423
<hr/>	
Total in all schools .....	5,150
Total in all schools 1914-15 .....	4,311
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Gain .....	839
Gain per cent (nearest tenth) .....	19.5
Per capita cost 1914-15 (Exclusive of maintenance and based on registration) .....	5.99
Per capita cost 1915-16 (Same basis) .....	5.16
<hr/>	
Reduction in per capita cost .....	.83



## Average age:

	Boys	Girls	Average
Academic .....	21.3	20.6	20.95
High School of Commerce .....	20.01	20.31	20.16
Technical .....	21.3	21.8	21.5

## Number foreign born classified by nationality:

	Boys	Girls	Total
Canadian .....	34	15	49
Bohemian .....	127	20	147
German .....	228	44	272
Austro-Hungarian .....	350	48	398
Hebrew .....	100	5	105
Scotch .....	21	4	25
Swedish .....	32	3	35
Russian .....	255	88	343
Irish .....	30	6	36
Italian .....	50	1	51
Welsh .....	10	1	11
Philippine .....	12	0	12
Swiss .....	8	0	8
English .....	110	23	133
Polish .....	70	30	100
Slovenian .....	23	2	25
Lithuanian .....	11	2	13
Dutch .....	20	7	27
Syrian .....	11	1	12
Norwegian .....	11	0	11
Armenian .....	3	0	3
Greek .....	2	0	2
Danish .....	7	2	9
Roumanian .....	15	3	18
Turk .....	2	0	2
Bulgarian .....	6	0	6
Finn .....	1	0	1
French .....	5	0	5
Japanese .....	2	0	2
Lettish .....	1	0	1
Ukranian .....	1	0	1
Croatian .....	6	0	6
Servian .....	2	0	2
Total .....	1,596	275	1,871



**Evening Class in Machine Shop Practice at West Technical High School**

## Average Daily Class Attendance:

Academic Schools .....	1,191.1
High School of Commerce .....	380.4
Technical—First Term .....	1,356.3
Second Term .....	1,077.2
Third Term .....	907.4
Total average attendance entire year.....	3,695.7
Total average attendance 1914-15.....	2,819.1

May I call your attention to three features of this report, viz: Increase in enrollment over last year, an increase in average class attendance, and a substantial reduction in per capita cost of instruction over that of 1914-15.

The loss in our evening high schools appears in striking contrast to the loss of the day school. This has occurred ever since the organization of the evening high schools fifteen or more years ago. In this connection may I state that our evening school population is of a somewhat transient nature, the students changing both residence and occupation frequently.

Enthusiasm at the opening of a term leads pupils, especially girls, to overestimate their physical strength. They soon find they cannot stand the strain of day toil and evening study, and necessarily must discontinue their school work.

The evening high school is in competition with the attractions of social life, theaters, and picture shows, which are bound to exert more or less of an influence on regularity of attendance.

With a view to legislation that I am quite sure will aid in correcting a portion at least of the unnecessary loss from our evening classes, may I offer for your consideration and approval the following:

The term should open one week earlier, and allow for a two weeks' holiday vacation. Open store week preceding Christmas compels many students to lose recitations. They are unable to make up their work, become discouraged, and do not return.

Divide the school year of twenty-two weeks into two terms of eleven weeks each. While this will create some additional clerical work on the part of principals and supervisors in compiling term reports, it will eliminate the losses of the first half year from the losses of the second half. To carry losses during the entire year in evening school is equivalent to carrying losses of the first semester of day school as losses also of the second semester. The shorter term would become a stimulus to the student to continue to the end of the term in order to get the return tuition.

The fee of \$5.00 per term of ten weeks with a return of \$3.50 (\$1.50 being retained as a material fee) has been in use in the Technical schools for some years, and has been well received, as is evidenced in the large enrollment and remarkable attendance in these schools. The effect of this fee has been to anchor the student to his class with the view to getting \$3.50 back. I am not sure that a \$5.00 fee in the Academic Schools and the High School of Commerce would not seem excessive. However, I am quite sure that a fee greater than the one dollar fee now charged, together with a material fee to cover depreciation of books, typewriters and penmanship, shorthand and bookkeeping supplies now furnished free to the students would be well received.

With a larger fee the minimum class attendance of fifteen could be reduced or abandoned entirely, as a small class would, by virtue of forfeited fees, become nearly or quite self-supporting. To close a class of fourteen or thirteen, as required by the present rule, creates dissatisfaction on the part of the faithful students, who are (unless able to find a parallel class) thus forced to elect a new subject or become a part of the loss of the evening schools.

The principals of the Technical Schools are agreed on the merits of these suggestions as they have been applied for some time in their buildings. I am confident their application in part at least to the academic schools and the High School of Commerce, where the greatest

loss seems to occur, will correct to a considerable degree this condition.

A new course of study for the evening high schools is seriously needed.

Sincerely yours,

(Signed) J. O. Gordon,  
Supervisor Evening High Schools.

### CAUSES OF RETARDATION

Cleveland, August 31, 1916.

Mr. J. M. H. Frederick,  
Superintendent of Schools,  
City,

Dear Sir:—

Last June we made a study of all the children retarded two or more years in the elementary schools, and obtained the following facts:

Students retarded two or more years:

Enrolled from the first grade in school making the report .....	3,102
From other districts in the city.....	3,111
From parochial schools .....	1,424
From outside of the city .....	1,795
Total .....	9,432

Of the 9,432 retarded children, 8,339 are reported as being mentally normal.

Of the mentally normal retarded children 2,702 were reported as having been enrolled in the school making the report from the first grade, and the following reasons were given for their retardation:



**May Day Games at Brookside Park**

Slow comprehension in one or more subjects . . .	1,193
Irregular attendance due to illness in several grades . . . . .	275
Lack of effort due to bad habits . . . . .	125
Bad home influence . . . . .	73
Serious physical defects . . . . .	88
Entered school at 10 years of age or above . . .	251
Entered school at 9 years of age . . . . .	180
Entered school at 8 years of age . . . . .	216
Entered school at 7 years of age . . . . .	195
Other reasons . . . . .	106
Total . . . . .	2,702

One thousand and ninety-three children were reported  
as being mentally defective, according to the Binet test:

Children enrolled from the first grade in school making report . . . . .	400
Children received from other districts within the city, parochial school, and from schools outside the city . . . . .	693
Total . . . . .	1,093

Yours very truly,

(Signed) Clarence W. Sutton,  
Director of Reference and Research.

## GENERAL REPORT FOR SCHOOL YEAR 1915-1916

## GENERAL STATISTICS

## Normal School

Total registration .....	341
Average monthly enrollment .....	313.2
Average daily attendance .....	291.4
Number whole-time teachers (exclusive of training teachers and principal) .....	13.
Number teachers (when two having all double periods are counted as one, according to Board Rule) .....	12.4
†Average number of pupils per teacher (on registration).....	27.5
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$72.18
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$78.58

## Academic High Schools

Number (6 and 1 branch) .....	7
Total registration .....	*5,926
Average monthly enrollment .....	5,020.4
Average daily attendance .....	4,697.5
Number whole-time teachers (exclusive of principals) .....	220.7
Number teachers (when two having all double periods are counted as one, according to Board Rule) .....	204.4
†Average number of pupils per teacher (on Board Rule count and on registration) .....	28.9
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$60.05
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$70.89

## Technical High Schools

Number .....	2
Total registration .....	*3,793
Average monthly enrollment .....	3,049.1
Average daily attendance .....	2,933.
Number whole-time teachers (exclusive of principals) .....	144.8
Number teachers (when two having all double periods are counted as one, according to Board Rule) .....	109.8
†Average number of pupils per teacher (on Board Rule count and on registration) .....	34.5
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$55.93
Per capita cost of instruction (exclusive of maintenance on average monthly enrollment) .....	\$69.58

\*High school registration includes 1,499 pupils promoted from elementary to high school at beginning of the second semester, divided as follows: Academic 714, Technical 610, and High School of Commerce 175. As these students have been enrolled in the elementary schools, they are not counted again in the total enrollment; 10,829 represents the number of individuals entering high school during the year.

†Average number of pupils per teacher is figured on annual enrollment, which includes all students entered during the year, all graduates, all leavings and withdrawals.



**High School of Commerce**

Number (1 and 1 branch) .....	2
Total registration .....	*1,110
Average monthly enrollment .....	933.4
Average daily attendance .....	896.9
Number whole-time teachers (exclusive of principal) .....	40.3
Number teachers (when two having all double periods are counted as one, according to Board Rule) .....	36.3
†Average number of pupils per teacher (on Board Rule count and on registration) .....	30.7
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$62.41
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$74.22

**Junior High Schools**

Number .....	2
Total registration .....	1,425
Average monthly enrollment .....	1,132.2
Average daily attendance .....	1,028.2
Number teachers (not including principals and co-principals) .....	45.1
†Average number of pupils per teacher (on total number of teachers including co-principals as half-time teachers and on registration) .....	30.9
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$31.98
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$40.25

**Regular Elementary Schools**

Number .....	98
Total registration .....	80,714
Average monthly enrollment .....	73,173.1
Average daily attendance .....	69,216.9
Number teachers (exclusive of principals) .....	1,986.2
Regular teachers .....	1,880.2
Special teachers .....	106.
German .....	49.2
Manual Training .....	24.3
Domestic Science .....	26.5
Physical Training .....	6.
†Average number of pupils per teacher (on registration and regular teachers) .....	42.9
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$23.23
Per capita cost of instruction (exclusive of maintenance and average monthly enrollment) .....	\$25.62

\*High school registration includes 1,499 pupils promoted from elementary to high school at beginning of the second semester, divided as follows: Academic 714, Technical 610, and High School of Commerce 175. As these students have been enrolled in the elementary schools, they are not counted again in the total enrollment. 10,829 represents the number of individuals entering high school during the year.

†Average number of pupils per teacher is figured on annual enrollment, which includes all students entered during the year, all graduates, all leavings and withdrawals.



**Evening Sewing Class at East Technical High School**

**Schools for Backward Children**

Number .....	19
Total registration .....	**432
Average monthly enrollment .....	353.9
Average daily attendance .....	330.7
Number teachers .....	20
†Average number of pupils per teacher .....	21.6
Per capita cost of instruction (exclusive of maintenance and on registration and including students returned to regular schools during semester) .....	\$28.30
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$38.39
**Not including 48 students who were returned to regular schools during the semester.	

**Schools for the Blind**

Number .....	8
Total registration .....	**73
Average monthly enrollment .....	67
Average daily attendance .....	62.1
Number teachers (not including 1 music teacher) .....	8
†Average number of pupils per teacher .....	9.1
Per capita cost of instruction (exclusive of maintenance and salary of supervisor and on registration) .....	\$136.13
Per capita cost of instruction (exclusive of maintenance and salary of supervisor and on average monthly enrollment) .....	\$148.32
**Not including two students enrolled in high schools.	

**Boys' School**

Number .....	1
Total registration .....	358
Average monthly enrollment .....	213.7
Average daily attendance .....	174.2
Number teachers (exclusive of principal) .....	11.1
†Average number of pupils per teacher (on registration) .....	32.3
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$40.74
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$68.25

**Detention School**

(In connection with Boys' School)

Total registration .....	637
Average monthly enrollment .....	67.5
Average daily attendance .....	35.1
Number teachers .....	2
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$3.50

†Average number of pupils per teacher is figured on annual enrollment, which includes all students entered during the year, all graduates, all leavings and withdrawals.

**School for Crippled Children**

Number .....	1
Total registration (including 17 kindergarten students).....	127
Average monthly enrollment (including kindergarten average, 14.2)..	95.7
Average daily attendance (including kindergarten average, 12.1)....	87.5
Number teachers (exclusive of principal) .....	5.7
†Average number pupils per teacher (on registration) .....	21.9
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$44.00
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$58.40

**School for Deaf**

Number .....	1
Total registration (including 10 kindergarten students) .....	118
Average monthly enrollment (including kindergarten average, 8.3)..	111.2
Average daily attendance (including kindergarten average, 6.5)....	103.5
Number teachers (exclusive of principal) .....	15.3
†Average number of pupils per teacher (on registration) .....	7.7
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$119.70
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$127.02

**Defective Schools**

Number .....	23
Total registration .....	**562
Average monthly enrollment .....	458.3
Average daily attendance .....	417.1
Number teachers .....	35
†Average number of pupils per teacher (on registration).....	16.1
Per capita cost of instruction (exclusive of maintenance and on registration and including students returned to regular schools during semester) .....	\$43.27
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$53.63

\*\*Not including 6 students who were returned to regular schools during semester.

**Elementary Industrial School**

Number .....	1
Total registration .....	266
Average monthly enrollment .....	177.8
Average daily attendance .....	163.2
Number teachers .....	12.3
†Average number of pupils per teacher (on registration) .....	21.6
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$52.02
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$77.83

†Average number of pupils per teacher is figured on annual enrollment, which includes all students entered during the year, all graduates, all leavings and withdrawals.

**Schools for Foreign Children**

Number .....	8
Total registration .....	**141
Average monthly enrollment .....	152.6
Average daily attendance .....	140.2
Number teachers .....	6
†Average number pupils per teacher (on registration) .....	35.5
Per capita cost of instruction (exclusive of maintenance and on registration, and including students returned to regular schools during the semester) .....	\$30.37
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$42.39

\*\*Not including 72 students who were returned to regular schools during the semester.

**Epileptic School**

Number .....	1
Total registration .....	8
Average monthly enrollment .....	6.9
Average daily attendance .....	6.5
Number teachers .....	1
†Average number pupils per teacher (on registration) .....	8
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$126.93
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$147.17

**Open Air Schools**

Number .....	8
Total registration .....	**230
Average monthly enrollment .....	213.3
Average daily attendance .....	193.2
Number teachers .....	8
†Average number pupils per teacher (on registration) .....	28.8
Per capita cost of instruction (exclusive of maintenance and on registration and including students returned to regular schools during semester) .....	\$27.84
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$33.54

\*\*Not including 27 students returned to regular schools during the semester.

**Girls' Farm Detention School**

Number .....	1
Total registration .....	**18
Average monthly enrollment .....	15
Average daily attendance .....	13
Number teachers .....	1
Per capita cost of instruction (exclusive of maintenance and on registration and including students returned to regular schools during semester) .....	\$34.65
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$57.75

\*\*Not including 7 students returned to regular schools during semester.

†Average number of pupils per teacher is figured on annual enrollment, which includes all students entered during the year, all graduates, all leavings and withdrawals.

**Warrensville Farm Sanatorium**

Number .....	1
Total registration .....	64
Average monthly enrollment .....	36
Average daily attendance .....	28.5
Number teachers .....	1
Per capita cost of instruction (exclusive of maintenance and on registration) .....	**4.81
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	**\$8.55

\*\*School not open the entire year.

**Kindergartens**

Number .....	88
Total registration (not including 27 deaf and crippled) .....	7,517
Average monthly enrollment .....	6,664.9
Average daily attendance .....	5,698.4
Number teachers .....	184
†Average number pupils per teacher (on registration) .....	40.9
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$19.06
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$21.50

**Evening High Schools**

Number .....	7
Total registration .....	5,150
Academic (86 evenings) .....	1,627
High School of Commerce (86 evenings) .....	573
Technical (120 evenings) .....	2,950
Average daily attendance (by classes) .....	2,766.9
Number of teachers (exclusive of supervisor) .....	154
Average number pupils per teacher (on registration) .....	33.4
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$5.17

**Evening Elementary Schools**

Number classes .....	105
Number buildings used .....	34
Total registration .....	7,470
Average daily attendance .....	2,778
Number teachers (exclusive of supervisor) .....	108
Average number pupils per teacher (on registration) .....	69.1
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$2.75

†Average number pupils per teacher is figured on annual enrollment, which includes all students entered during the year, all graduates, all leavings and withdrawals.

**Summer Academic High School**

Number .....	1
Total registration .....	1,260
Average monthly enrollment .....	1,131.9
Average daily attendance .....	1,054.8
Number teachers (whole-time) .....	36.2
Average number pupils per teacher (on registration) .....	36.2
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$7.91
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$8.81

**Summer High School of Commerce**

Number .....	1
Total registration .....	501
Average monthly enrollment .....	484
Average daily attendance .....	464.6
Number teachers (whole-time) .....	22
Number teachers (Board Rule count) .....	20.7
Average number of pupils per teacher (on Board Rule count and on registration) .....	24.2
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$12.16
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$12.58

**Summer Technical High Schools**

Number .....	2
Total registration .....	894
Average monthly enrollment .....	824
Average daily attendance .....	782.6
Number teachers (whole-time) .....	57.9
Number teachers (Board Rule count) .....	42.7
Average number of pupils per teacher (Board Rule count and on registration) .....	20.9
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$17.97
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$19.50

**Summer Regular Elementary Schools**

Number .....	14
Total registration .....	4,014
Average monthly enrollment .....	3,606.8
Average daily attendance .....	3,311.2
Number teachers and principals .....	160
Average number of pupils per teacher (on registration) .....	25
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$4.43
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$4.93



**Evening Chemistry Class at East Technical High School**



**Summer School for Blind**

Number .....	1
Total registration .....	12
Average monthly enrollment .....	10.7
Average daily attendance .....	7.4
Number teachers .....	1
Average number of pupils per teacher (on registration) .....	12
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$24.56
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$27.54

**Summer Foreign Schools**

Number .....	4
Total registration .....	95
Average monthly enrollment .....	82.7
Average daily attendance .....	66
Number teachers .....	4
Average number pupils per teacher (on registration) .....	23.7
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$4.74
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$5.45

**Summer Open Air Schools**

Number .....	4
Total registration .....	125
Average monthly enrollment .....	111.1
Average daily attendance .....	84.5
Number teachers .....	4
Average number pupils per teacher (on registration) .....	31.2
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$3.58
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$4.03

**Summer Warrensville Farm Sanatorium**

Total registration .....	95
Average monthly enrollment .....	88
Average daily attendance .....	85
Number teachers .....	1
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$2.21
Per capita cost of instruction (exclusive of maintenance and on average monthly enrollment) .....	\$2.39

**Summer Detention School**

Total registration .....	189
Average monthly enrollment .....	68.6
Average daily attendance .....	42.7
Number teachers .....	1
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$1.65

**Summer Girls' Farm Detention School**

Total registration .....	15
Average monthly enrollment .....	14
Average daily attendance .....	14
Number teachers .....	1
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$7.46

**Summer Playgrounds**

Total registration .....	6,989
Average daily attendance .....	3,145
Number teachers (exclusive of supervisors) .....	40
Average number pupils per teacher (on registration) .....	174.7
Per capita cost of instruction (exclusive of maintenance and on registration) .....	\$1.06

## SPECIAL STATISTICS

## All High Schools

Table I

## Enrollment and Attendance

	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Total	Boys	Girls	Total
*Enrollment.....	4670	4474	9144	4973	4809	9782
‡Leaving.....	26	29	55	19	34	53
†Withdrawals.....	362	211	573	547	313	860
Enrollment at date this report...	4282	4234	8516	4407	4462	8869
Average daily attendance.....	4232.5	4127.1	8359.6	4419.5	4275.8	8695.3
Average Monthly enroll.....	4434.5	4314.5	8749.0	4660.1	4597.	9257.1

## Academic High Schools

Table I (a)

## Enrollment and Attendance

	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Total	Boys	Girls	Total
*Enrollment.....	2335	2756	5091	2440	2918	5358
‡Leaving.....	18	23	41	10	19	29
†Withdrawals.....	152	110	262	223	148	371
Enrollment at date this report...	2165	2623	4788	2207	2751	4958
Average daily attendance.....	2109.1	2537.1	4646.2	2171	2577.8	4748.8
Average Monthly enroll.....	2229.0	2664.2	4893.2	2322.3	2825.5	5147.8

\*Less all transfers.

‡Leaving for private, parochial and public schools other than of Cleveland.

†Dropping from all educational institutions whatsoever.

# ANNUAL

School	Regular Elementary	
	Boys	Girls
Addison.....	320	298
Alabama.....	157	171
Barkwill.....	275	274
Bolton.....	644	602
Boulevard.....	291	289
Broadway.....	436	443
Brownell.....	573	526
Buhrer.....	328	377
Case.....	445	371
Case-Woodland.....	426	446
Central.....	524	521
Chesterfield.....	282	264
Clark.....	395	379
Columbia.....	600	595
Corlett.....	186	180
Dawning.....	478	444
Denison.....	543	536
Detroit.....	138	140
Dike.....	551	571
Doan.....	419	441
Dunham.....	419	442
Eagle.....	323	314
East Boulevard.....	436	406
East Clark.....	238	263
East Clark.....	340	302

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## High School of Commerce

### Table I (b)

#### Enrollment and Attendance

	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Total	Boys	Girls	Total
*Enrollment.....	270	655	925	293	734	1027
†Leaving.....		1	1	0	5	5
†Withdrawals.....	14	30	44	45	43	88
Enrollment at date this report...	256	624	880	248	686	934
Average daily attendance.....	251.8	611.5	863.3	258.4	672.0	930.54
Average monthly enroll.....	262.5	632.3	894.8	268.65	703.36	972.01

## Technical High Schools

### Table I (c)

#### Enrollment and Attendance

	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Total	Boys	Girls	Total
*Enrollment.....	2065	1063	3128	2240	1157	3397
†Leaving.....	8	5	13	9	10	19
†Withdrawals.....	196	71	267	279	122	401
Enrollment at date this report...	1861	987	2848	1952	1025	2977
Average daily attendance.....	1871.6	978.5	2850.1	1990	1025.9	3015.9
Average monthly enroll.....	1943.0	1018.0	2961.0	2069.2	1068.2	3137.3

\*Less all transfers.

†Leaving for private, parochial and public schools other than of Cleveland.

†Dropping from all educational institutions whatsoever

**Table III**  
**Distribution of Enrollment, Number Leaving, Withdrawals—By Courses and Classes**  
**High Schools of Commerce**

FIRST SEMESTER

	D									C									B									A								
	1st Term			2d Term			Total			1st Term			2d Term			Total			1st Term			2d Term			Total			1st Term			2d Term			Total		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T						
	Total						Total						Total						Total						Total						Total					
Commercial:																																				
Enrollment.....	64	185	46	91	110	276	386	38	133	22	52	60	185	245	26	63	36	36	62	99	161	26	56	12	39	38	95	133								
Leaving.....		1				0	1	1																												
Withdrawals.....	6	10	1	4	7	14	21	2	3	1	4	3	7	10	1	5	3	0	4	5	9	0	2	0	2	0	4	4								
Enroll. at date this report..	58	174	45	87	103	261	364	36	130	21	48	57	178	235	25	58	33	36	58	94	152	26	54	12	37	38	91	129								
Non-promoted.....	14	23	12	6	26	29	55	9	21	5	5	14	26	40	7	10	6	0	13	10	23	0	7	1	2	1	9	10								

SECOND SEMESTER

	D									C									B									A								
	1st Term			2d Term			Total			1st Term			2d Term			Total			1st Term			2d Term			Total			1st Term			2d Term			Total		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T						
	Total						Total						Total						Total						Total						Total					
Commercial:																																				
Enrollment.....	55	149	60	180	115	329	444	41	29	31	160	72	189	261	0	44	55	77	55	121	176	21	39	30	56	51	95	146								
Leaving.....	0	2	0	2	0	4	4	0	0	0	0	1	0	1	1																					
Withdrawals.....	9	18	10	6	19	24	43	10	2	5	11	15	13	28	0	0	6	1	6	1	7	3	3	2	2	5	5	10								
Enroll. at date this report..	46	129	50	172	96	301	397	31	27	26	148	57	175	232	0	44	49	76	49	120	169	18	36	28	54	46	90	136								
Non-promoted.....	5	13	10	18	15	31	46	6	4	2	14	8	18	26	0	4	5	13	5	17	22	2	7	0	2	2	9	11								

**Table II—continued**

**SECOND SEMESTER**

	D				C				B				A															
	1st Term		Total		1st Term		Total		1st Term		Total		1st Term		Total													
	2d	Term	B	G	B	G	B	G	B	G	B	G	B	G	B	G												
Classical:																												
Enrollment.....	86	91	91	82	177	173	350	73	70	91	95	164	165	329	81	34	73	81	154	115	269	44	53	61	101	105	154	259
Leaving.....	1	0	0	1	1	1	2	0	1	0	1	0	2	2														
Withdrawals.....	13	5	5	1	18	6	24	6	4	4	2	10	6	16	3	1	2	2	5	3	8	1	2	1	5	2	7	9
Enroll. at date this report.....	72	86	86	80	158	166	324	67	65	87	92	154	157	311	78	31	71	79	149	112	261	43	51	60	96	103	147	250
Non-promoted.....	13	7	10	6	23	13	36	10	3	16	7	26	10	36	7	2	9	16	3	19	5	3	4	9	6	15		
Scientific:																												
Enrollment.....	284	319	314	426	598	745	1343	239	223	218	305	457	528	985	156	185	184	220	340	405	745	130	126	217	275	347	401	748
Leaving.....	1	2	2	4	3	6	9	4	2	0	3	4	5	9	0	1	2	0	2	1	3	0	1	0	0	0	1	1
Withdrawals.....	41	22	41	25	82	47	129	20	13	16	14	36	27	63	21	6	10	8	31	14	45	10	2	16	5	26	7	33
Enroll. at date this report.....	242	295	271	397	513	692	1205	215	208	202	288	417	496	913	135	178	172	212	307	390	697	120	123	201	270	321	393	714
Non-promoted.....	44	26	23	29	67	55	122	37	18	37	28	74	46	120	26	21	18	22	44	43	87	16	10	13	11	29	21	50
English:																												
Enrollment.....	13	71	30	66	43	137	180	18	28	15	23	33	51	84	8	13	7	22	15	35	50	2	3	5	6	7	9	16
Leaving.....	0	1			0	1	1	0	1			0	1	1														
Withdrawals.....	2	17	4	4	6	21	27	1	5	1	4	2	9	11	1	1	1	0	2	1	3	1	0	2	0	3	0	3
Enroll. at date this report.....	11	53	26	62	37	115	152	17	22	14	19	31	41	72	7	12	6	22	13	34	47	1	3	3	6	4	9	13
Non-promoted.....	3	4	4	6	7	10	17	1	3	2	3	6	9	2	2	2	2	3	4	5	9	0	0	0	0	0	0	0





**Table IV**  
**Distribution of Enrollment, Number Leaving, Withdrawals—By Courses and Classes**  
**Technical High Schools**

**FIRST SEMESTER**

	D									C									B									A								
	1st Term			2d Term			Total			1st Term			2d Term			Total			1st Term			2d Term			Total			1st Term			2d Term			Total		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T						
Enrollment.....	692	373	274	163	966	536	1502	354	171	209	91	563	262	825	174	100	130	59	304	159	463	132	51	100	55	232	106	338								
Leaving.....	3	1	3	1	6	2	8	1	3	.....	.....	1	3	4	.....	.....	1	0	1	0	1	.....	.....	.....	.....	.....	.....	.....	.....	.....						
Withdrawals.....	83	37	35	8	118	45	163	31	8	22	6	53	14	67	14	5	5	1	19	6	25	3	4	3	2	6	6	2								
Enroll. at date this report.....	606	335	236	154	842	489	1331	322	160	187	85	509	245	754	160	95	124	58	284	153	437	129	47	97	53	226	100	326								
Non-promoted.....	89	58	21	5	110	63	173	61	19	30	11	91	30	121	20	5	13	3	33	8	41	14	3	15	7	29	10	39								

**SECOND SEMESTER**

	D						C						B						A									
	1st Term			2d Term			Total			1st Term			2d Term			Total			1st Term			2d Term			Total			
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	
Enrollment.....	527	260	488	272	1015	532	1547	325	170	291	151	616	321	937	173	77	148	97	321	174	495	121	60	167	70	288	130	418
Leaving.....	6	4	.....	2	6	12	2	2	1	0	3	2	5	0	1	0	0	0	1	0	0	1	0	0	1	0	1	
Withdrawals.....	103	49	58	27	161	76	237	44	26	32	4	76	30	106	22	7	12	4	34	11	45	2	2	6	3	8	5	13
Enroll. at date this report.....	418	207	430	243	848	450	1298	279	142	258	147	537	289	826	151	69	136	93	287	162	449	119	58	161	66	280	124	404
Non-promoted.....	74	28	31	15	105	43	148	34	22	42	21	76	43	119	26	8	16	3	42	11	53	4	0	8	0	12	12	12

**Table V**  
**\*Distribution of Enrollment by Ages and Classes**  
**All High Schools**  
 FIRST SEMESTER

AGES	D			C			B			A			TOTAL BY AGES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years	...	1	1	...	...	...	...	...	...	...	...	...	...	1	1
12 "	11	11	22	1	0	1	...	...	...	...	...	...	12	11	23
13 "	123	171	294	10	9	19	...	...	...	...	...	...	133	180	313
14 "	599	696	1295	94	107	201	10	6	16	...	2	2	703	811	1514
15 "	655	597	1252	419	527	946	81	94	175	6	9	15	1161	1227	2388
16 "	373	218	591	412	372	784	266	360	626	74	98	172	1125	1048	2173
17 "	98	63	161	221	119	340	278	230	508	216	287	503	813	699	1512
18 "	26	13	39	77	33	110	132	71	203	208	234	442	443	351	794
19 "	8	0	8	25	7	32	68	19	87	115	89	204	216	115	331
20 "	7	4	11	11	1	12	16	6	22	26	18	44	60	29	89
21 "	1	0	1	...	...	...	...	...	...	3	2	5	4	2	6
Total by Classes	1901	1774	3675	1270	1175	2445	851	786	1637	648	739	1387	4670	4474	9144
Below Normal Age	134	183	317	105	116	221	91	100	191	80	109	189	410	508	918
Normal Age	1254	1293	2547	831	899	1730	544	590	1134	424	521	945	3053	3303	6356
Above Normal Age	513	298	811	334	160	494	216	96	312	144	109	253	1207	663	1870

\*Age nearest September 1st of current school year.

Table V—continued

## SECOND SEMESTER

AGES	D			C			B			A			TOTAL BY AGES		
	Boys		Total	Boys		Total	Boys		Total	Boys*		Total	Boys		Total
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
11 Years.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12 ".....	14	30	44	1	0	1	...	...	...	...	...	...	15	30	45
13 ".....	194	315	509	25	23	48	0	1	1	...	...	...	219	339	558
14 ".....	613	746	1359	192	224	416	26	12	38	1	5	6	832	987	1819
15 ".....	671	585	1256	414	543	957	162	154	316	17	17	34	1264	1299	2563
16 ".....	309	187	496	414	331	745	285	327	612	107	139	246	1115	984	2099
17 ".....	106	39	145	204	100	304	248	269	517	241	294	535	799	702	1501
18 ".....	20	8	28	65	29	94	111	67	178	244	225	469	440	329	769
19 ".....	8	0	8	13	3	16	41	16	57	138	85	223	200	104	304
20 ".....	11	6	17	14	1	15	12	4	16	49	24	73	86	35	121
Over 20 Years.....	2	0	2	...	...	...	...	...	...	1	0	1	3	0	3
Total by Classes.....	1948	1916	3864	1342	1254	2596	885	850	1735	798	789	1587	4973	4809	9782
Below normal age.....	208	345	553	228	247	475	188	167	355	125	161	286	749	920	1669
Normal age.....	1284	1331	2615	818	874	1692	533	596	1129	485	519	1004	3120	3320	6440
Above normal age.....	456	240	696	296	133	429	164	87	251	188	109	297	1104	569	1673

**Table V (a)**  
**Distribution of Enrollment by Ages and Classes**  
**Academic High Schools**

FIRST SEMESTER

AGES	D			C			B			A			TOTAL BY AGES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12 ".....	9	9	18	1	0	1	...	...	...	...	...	...	10	9	19
13 ".....	77	120	197	6	7	13	...	...	...	...	...	...	83	127	210
14 ".....	258	391	649	59	77	136	9	5	14	...	2	2	326	475	801
15 ".....	267	295	562	218	339	557	58	68	126	3	8	11	546	710	1256
16 ".....	140	109	249	212	227	439	165	253	418	54	65	119	571	654	1225
17 ".....	48	30	78	94	56	150	140	149	289	122	212	334	404	447	851
18 ".....	17	5	22	39	17	56	59	40	99	128	174	302	243	236	479
19 ".....	4	0	4	10	4	14	40	9	49	60	65	125	114	78	192
20 ".....	5	3	8	8	1	9	14	4	18	11	12	23	38	20	58
Total by classes.....	825	962	1787	647	728	1375	485	528	1013	378	538	916	2335	2756	5091
Below normal age.....	86	129	215	66	84	150	67	73	140	57	75	132	276	361	637
Normal age.....	525	686	1211	430	566	996	305	402	707	250	386	636	1510	2040	3550
Above normal age.....	214	147	361	151	78	229	113	53	166	71	77	148	549	355	904

Table V (a)—continued

## SECOND SEMESTER

AGES	D			C			B			A			TOTAL BY AGES		
	Boys		Total	Boys		Total	Boys		Total	Boys		Total	Boys		Total
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
11 Years.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12 ".....	12	26	38	1	0	1	...	...	...	...	...	...	13	26	39
13 ".....	113	213	326	14	20	34	0	1	1	...	...	...	127	234	361
14 ".....	275	416	691	120	139	259	20	8	28	1	4	5	416	567	983
15 ".....	253	293	546	215	321	536	111	101	212	8	13	21	587	728	1315
16 ".....	108	85	193	194	203	397	173	196	369	68	100	168	543	584	1127
17 ".....	36	15	51	69	44	113	132	189	321	148	210	358	385	458	843
18 ".....	11	3	14	27	14	41	46	46	92	140	167	307	224	230	454
19 ".....	3	0	3	3	2	5	18	11	29	65	55	120	89	68	157
20 ".....	7	4	11	11	1	12	9	3	12	29	15	44	56	23	79
Total by classes.....	818	1055	1873	654	744	1398	509	555	1064	459	564	1023	2440	2918	5358
Below normal age.....	125	239	364	135	159	294	131	110	241	77	117	194	468	625	1093
Normal age.....	528	709	1237	409	524	933	305	385	690	288	377	665	1530	1995	3525
Above normal age.....	165	107	272	110	61	171	73	60	133	94	70	164	442	298	740

**Table V (b)**  
**Distribution of Enrollment by Ages and Classes**  
**High Schools of Commerce**  
 FIRST SEMESTER

AGES	D			C			B			A			TOTAL BY AGES		
	Boys		Total	Boys		Total	Boys		Total	Boys		Total	Boys		Total
	Girls	Boys		Girls	Boys		Girls	Boys		Girls	Boys		Girls	Boys	
11 Years.....	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2
12 ".....	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2
13 ".....	11	22	33	11	22	33	11	22	33	11	22	33	11	22	33
14 ".....	45	114	159	45	114	159	45	114	159	45	114	159	45	114	159
15 ".....	32	109	141	32	109	141	32	109	141	32	109	141	32	109	141
16 ".....	19	22	41	19	22	41	19	22	41	19	22	41	19	22	41
17 ".....	1	7	8	1	7	8	1	7	8	1	7	8	1	7	8
18 ".....	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1
19 ".....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
20 ".....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total by classes.....	110	276	386	110	276	386	110	276	386	110	276	386	110	276	386
Below normal age.....	12	24	36	12	24	36	12	24	36	12	24	36	12	24	36
Normal age.....	77	223	300	77	223	300	77	223	300	77	223	300	77	223	300
Above normal age.....	21	29	50	21	29	50	21	29	50	21	29	50	21	29	50

**Table V (b)—continued**

AGES	D			C			B			A			TOTAL BY AGES			
	Boys		Girls	Total	Boys		Girls	Total	Boys		Girls	Total	Boys		Girls	Total
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11 Years.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12 ".....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
13 ".....	19	45	64	3	2	5	...	...	...	...	...	...	22	47	69	...
14 ".....	41	128	169	12	42	54	...	4	4	...	...	...	53	174	227	...
15 ".....	36	115	151	14	86	100	10	26	36	0	3	3	60	230	290	...
16 ".....	15	29	44	26	41	67	20	56	76	9	22	31	70	148	218	...
17 ".....	4	9	13	15	15	30	13	29	42	22	40	62	54	93	147	...
18 ".....	...	...	...	2	3	5	7	6	13	11	23	34	20	32	52	...
19 ".....	...	...	...	...	...	...	5	0	5	8	6	14	13	6	19	...
20 ".....	...	...	...	...	...	...	...	...	...	1	1	2	1	1	2	...
Total by classes.....	115	329	444	72	189	261	55	121	176	51	95	146	293	734	1029	...
Below normal age.....	19	48	67	15	44	59	10	30	40	9	25	34	53	147	200	...
Normal age.....	77	243	320	40	127	167	33	85	118	33	63	96	183	518	701	...
Above normal age.....	19	38	57	17	18	35	12	6	18	9	7	16	57	69	126	...



**Table V (c)**  
**Distribution of Enrollment by Ages and Classes**  
**Technical High Schools**  
**FIRST SEMESTER**

AGES	D			C			B			A			TOTAL BY AGES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12 ".....	1	1	2	...	...	...	...	...	...	...	...	...	1	1	2
13 ".....	35	29	64	4	2	6	...	...	...	...	...	...	39	31	70
14 ".....	296	191	487	33	15	48	1	1	2	...	...	...	330	207	537
15 ".....	356	193	549	177	102	279	19	17	36	3	0	3	555	312	867
16 ".....	214	87	301	180	89	269	77	69	146	13	7	20	484	252	736
17 ".....	49	26	75	117	39	156	118	40	158	77	36	113	361	141	502
18 ".....	8	8	16	36	12	48	61	21	82	74	36	110	179	77	256
19 ".....	4	0	4	13	3	16	26	9	35	48	20	68	91	32	123
20 ".....	2	1	3	3	0	3	2	2	4	14	5	19	21	8	29
21 ".....	1	0	1	...	...	...	...	...	...	3	2	5	4	2	6
Total by classes.....	966	536	1502	563	262	825	304	159	463	232	106	338	2065	1063	3128
Below normal age.....	36	30	66	37	17	54	20	18	38	16	7	23	109	72	181
Normal age.....	652	384	1036	357	191	548	195	109	304	151	72	223	1355	756	2111
Above normal age.....	278	122	400	169	54	223	89	32	121	65	27	92	601	235	836

Table V (c)—continued

## SECOND SEMESTER

AGES	D			C			B			A			TOTAL BY AGES		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12 ".....	2	1	3	...	...	...	...	...	...	2	1	3	...	...	...
13 ".....	62	57	119	8	1	9	...	...	...	70	58	128	...	...	...
14 ".....	297	202	499	60	43	103	6	0	6	0	1	1	363	246	609
15 ".....	382	177	559	185	136	321	41	27	68	9	1	10	617	341	958
16 ".....	186	73	259	194	87	281	92	75	167	30	17	47	502	252	754
17 ".....	66	15	81	120	41	161	103	51	154	71	44	115	360	151	511
18 ".....	9	5	14	36	12	48	58	15	73	93	35	128	196	67	263
19 ".....	5	0	5	10	1	11	18	5	23	65	24	89	98	30	128
20 ".....	4	2	6	3	0	3	3	1	4	19	8	27	29	11	40
Over 20 Years.....	2	0	2	...	...	...	...	...	...	1	0	1	3	0	3
Total by classes.....	1015	532	1547	616	321	937	321	174	495	288	130	418	2240	1157	3397
Below normal age.....	64	58	122	68	44	112	47	27	74	39	19	58	218	148	366
Normal age.....	679	379	1058	379	223	602	195	126	321	164	79	243	1417	807	2224
Above normal age.....	272	95	367	169	54	223	79	21	100	85	32	117	605	202	807

**Table VI**  
**Source of New Pupils**  
**All High Schools**

	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Total	Boys	Girls	Total
Enrollment of new pupils.....	1147	1130	2277	764	805	1569
From public elementary schools of Cleveland.....	869	888	1757	735	764	1499
From public elementary schools other than Cleveland.....	111	84	195	19	19	38
From all private schools.....	26	5	31	3	1	4
From all parochial schools.....	133	147	280	3	16	19
From other sources.....	8	6	14	4	5	9

**Table VI (a)**  
**Source of New Pupils**  
**Academic High Schools**

	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Total	Boys	Girls	Total
Enrollment of new pupils.....	507	662	1169	295	52	747
From public elementary schools of Cleveland.....	407	522	929	286	428	714
From public elementary schools other than Cleveland.....	50	54	104	6	14	20
From all private schools.....	2	1	3	1	1	2
From all parochial schools.....	44	84	128	0	9	9
From other sources.....	4	1	5	2	0	2

**Table VI (b)**  
**Source of New Pupils**  
**High Schools of Commerce**

	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Tot 1	Boys	Girls	Total
Enrollment of new pupils .....	47	139	186	43	140	183
From public elementary schools of Cleveland.....	37	127	164	43	132	175
From public elementary schools other than Cleveland.....	1	1	2	....	1	1
From all private schools.....	....	1	1	....	0	0
From all parochial schools.....	9	10	19	....	5	5
From other sources.....	....	....	....	....	2	2

**Table VI (c)**  
**Source of New Pupils**  
**Technical High Schools**

	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Total	Boys	Girls	Total
Enrollment of new pupils.....	593	329	922	426	13	639
From public elementary schools of Cleveland.....	425	239	664	406	204	610
From public elementary schools other than Cleveland.....	60	29	89	13	4	17
From all private schools.....	24	3	27	2	0	2
From all parochial sch ols.....	80	53	133	3	2	5
From other sources.....	4	5	9	2	3	5

**Table VII****\*Ages of New Pupils****All High Schools**

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
11 Years.....		1	1	11 Years.....			
12 ".....	9	11	20	12 ".....	8	20	28
13 ".....	102	146	248	13 ".....	122	199	321
14 ".....	444	489	933	14 ".....	265	296	561
15 ".....	382	348	730	15 ".....	238	223	461
16 ".....	161	105	266	16 ".....	93	54	147
17 ".....	33	26	59	17 ".....	35	11	46
And over.....	16	4	20	Over 17.....	3	2	5
Total.....	1147	1130	2277	Total.....	761	805	1569

**Table VII (a)****Ages of New Pupils****Academic High Schools**

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
11 Years.....				11 Years.....			
12 ".....	8	9	17	12 ".....	6	18	24
13 ".....	65	102	167	13 ".....	60	128	188
14 ".....	187	280	467	14 ".....	105	158	263
15 ".....	161	195	356	15 ".....	80	117	197
16 ".....	61	62	123	16 ".....	31	24	55
17 ".....	17	12	29	17 ".....	13	5	18
And over.....	8	2	10	20 ".....	0	2	2
Total.....	507	662	1169	Total.....	295	452	747

\*Age nearest September 1st of current school year.

**Table VII (b)**  
**Ages of New Pupils**  
**High Schools of Commerce**

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
11 Years.....	0	1	1	11 Years.....	0	0	0
12 ".....	1	1	2	12 ".....	0	1	1
13 ".....	9	17	26	13 ".....	15	36	51
14 ".....	22	63	85	14 ".....	17	60	77
15 ".....	13	47	60	15 ".....	6	33	39
16 ".....	2	6	8	16 ".....	4	9	13
17 ".....	0	4	4	17 ".....	1	1	2
Total.....	47	139	186	Total.....	43	140	183

**Table VII (c)**  
**Ages of New Pupils**  
**Technical High Schools**

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
11 Years.....	.....	.....	.....	11 Years.....	.....	.....	.....
12 ".....	.....	1	1	12 ".....	2	1	3
13 ".....	28	27	55	13 ".....	47	35	82
14 ".....	235	146	381	14 ".....	143	78	221
15 ".....	208	106	314	15 ".....	152	73	225
16 ".....	98	37	135	16 ".....	58	21	79
17 ".....	16	10	26	17 ".....	21	5	26
And over.....	8	2	10	Over 17.....	3	0	3
Total.....	593	329	922	Total.....	426	213	639

**Table VIII**  
**Ages of Graduates**  
**All High Schools**

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
15 Years .....	1	2	3	15 Years.....	3	11	14
16 " .....	13	18	31	16 " .....	33	58	91
17 " .....	58	83	141	17 " .....	115	168	283
18 " .....	49	82	131	18 " .....	136	139	275
19 " .....	35	29	64	19 " .....	80	49	129
20 " .....	8	6	14	20 " .....	25	9	34
				21 " .....	1	0	1
Total.....	164	220	384	Total.....	393	434	827

**Table VIII (a)**  
**Ages of Graduates**  
**Academic High Schools**

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
15 Years.....	1	1	2	15 Years.....	2	10	12
16 " .....	8	7	15	16 " .....	25	48	73
17 " .....	33	61	94	17 " .....	77	129	206
18 " .....	34	59	93	18 " .....	81	105	186
19 " .....	15	24	39	19 " .....	39	34	73
20 " .....	1	6	7	20 " .....	15	5	20
Total.....	92	158	250	Total.....	239	331	570

**Table VIII (b)**  
**Ages of Graduates**  
**High Schools of Commerce**

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
15 Years.....	0	1	1	15 Years.....	0	1	1
16 ".....	2	10	12	16 ".....	2	5	7
17 ".....	3	11	14	17 ".....	13	22	35
18 ".....	2	6	8	18 ".....	6	15	21
19 ".....	3	1	4	19 ".....	6	6	12
20 ".....	.....	.....	.....	20 ".....	1	1	2
Total.....	10	29	39	Total.....	28	50	78

**Table VIII (c)**  
**Ages of Graduates**  
**Technical High Schools**

FIRST SEMESTER				SECOND SEMESTER			
Age	Boys	Girls	Total	Age	Boys	Girls	Total
15 Years.....	.....	.....	.....	15 Years.....	1	0	1
16 ".....	3	1	4	16 ".....	6	5	11
17 ".....	22	11	33	17 ".....	25	17	42
18 ".....	13	17	30	18 ".....	49	19	68
19 ".....	17	4	21	19 ".....	35	9	44
20 ".....	7	0	7	20 ".....	9	3	12
				21 ".....	1	0	1
Total.....	62	33	95	Total.....	126	53	179



**Table IX**  
**Graduates by Years in School**  
**All High Schools**

YEARS	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Total	Boys	Girls	Total
Taking three years.....	3	2	5	8	0	8
Three and one-half.....	20	21	41	27	29	56
Taking four years.....	97	151	248	277	345	622
Four and one-half.....	33	35	68	41	39	80
Taking five years.....	6	7	13	33	19	52
Five and one-half.....	5	3	8	7	2	9
Total.....	164 0	220 1	384 1	393	434	827

**Table IX (a)**  
**Graduates by Years in School**  
**Academic High Schools**

YEARS	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Total	Boys	Girls	Total
Taking three years.....	.....	.....	.....	6	0	6
Three and one-half.....	12	5	17	15	22	37
Taking four years.....	59	121	180	173	264	437
Four and one-half.....	17	24	41	17	28	45
Taking five years.....	3	5	8	24	15	39
Five and one-half.....	1	3	4	4	2	6
Total.....	92	158	250	239	331	570

**Table IX (b)**  
**Graduates by Years in School**  
**High Schools of Commerce**

	FIRST SEMESTER			SECOND SEMESTER		
YEARS	Boys	Girls	Total	Boys	Girls	Total
Taking three years.....	.....	.....	.....	.....	.....	.....
Three and one-half.....	2	15	17	2	6	8
Taking four years.....	8	12	20	14	39	53
Four and one-half.....	0	2	2	9	5	14
Taking five years.....	.....	.....	.....	3	.....	3
Five and one-half.....	.....	.....	.....	.....	.....	.....
Total.....	10	29	39	28	50	78

**Table IX (c)**  
**Graduates by Years in School**  
**Technical High Schools**

	FIRST SEMESTER			SECOND SEMESTER		
YEARS	Boys	Girls	Total	Boys	Girls	Total
Taking three years.....	3	2	5	2	0	2
Three and one-half.....	6	1	7	10	1	11
Taking four years.....	30	18	48	90	42	132
Four and one-half.....	16	9	25	15	6	21
Taking five years.....	3	2	5	6	4	10
Five and one-half.....	4	0	4	3	0	3
Six years.....	0	1	1	.....	.....	.....
Total.....	62	33	95	126	53	179

**Table X**  
**All High Schools**  
**Distribution of Leavings and Withdrawals**  
**By Ages and Classes**  
**FIRST SEMESTER**

AGES	D			C			B			A		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.	....	....	....	....	....	....	....	....	....	....	....	....
12 "	....	1	1	....	....	....	....	....	....	....	....	....
13 "	4	3	7	....	....	....	....	....	....	....	....	....
14 "	32	33	65	2	0	2	....	....	....	....	....	....
15 "	84	52	136	24	18	42	3	3	6	....	....	....
16 "	57	25	82	34	20	54	6	13	19	1	2	3
17 "	18	9	27	30	9	39	23	6	29	7	8	15
18 "	5	1	6	16	4	20	8	6	14	7	10	17
19 "	1	0	1	6	2	8	5	1	6	6	5	11
20 "	0	2	2	2	0	2	5	1	6	1	2	3
And over.	....	....	....	....	....	....	....	....	....	1	1	2
Total by classes.	201	126	327	114	53	167	50	33	83	23	28	51
Per cent. Leavings and Withdrawals on Enrollment.	8.9			6.8			5.0			2.0		

**Table X**  
**All High Schools**  
**Distribution of Leavings and Withdrawals**  
**By Ages and Classes**

## SECOND SEMESTER

AGES	D			C			B			A		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12 ".....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13 ".....	8	10	18	0	1	1	.....	.....	.....	.....	.....	.....
14 ".....	58	56	114	5	7	2	1	0	1	.....	.....	.....
15 ".....	103	84	187	35	38	73	1	2	3	.....	.....	.....
16 ".....	73	31	104	48	37	85	21	12	33	2	1	3
17 ".....	40	8	48	37	11	48	33	12	45	10	9	19
18 ".....	4	0	4	14	1	15	12	6	18	12	9	21
19 ".....	3	0	3	4	1	5	9	0	9	14	4	18
20 ".....	7	3	10	3	0	3	3	0	3	6	4	10
Total by classes.....	296	192	488	146	96	242	80	32	112	44	27	71
Per cent. Leavings and Withdrawals on Enrollment.....	12.6			9.3			6.4			4.4		

**Table X (a)**  
**Academic High Schools**  
**Distribution of Leavings and Withdrawals**  
**By Ages and Classes**

FIRST SEMESTER

AGES	D			C			B			A		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.....	...	...	...	...	...	...	...	...	...	...	...	...
12 ".....	0	1	1	...	...	...	...	...	...	...	...	...
13 ".....	3	2	5	...	...	...	...	...	...	...	...	...
14 ".....	8	15	23	1	0	1	...	...	...	...	...	...
15 ".....	26	26	52	11	10	21	3	1	4	...	...	...
16 ".....	21	13	34	18	11	29	3	9	12	0	2	2
17 ".....	7	6	13	13	5	18	9	7	16	4	5	9
18 ".....	5	0	5	10	1	11	4	4	8	6	6	12
19 ".....	...	...	...	3	2	5	3	0	3	6	3	9
20 ".....	0	1	1	1	0	1	4	1	5	1	2	3
Total by classes.....	70	64	134	57	29	86	26	22	48	17	18	35
Per cent. Leavings and Withdrawals on Enrollment.....	7.4			6.2			4.7			3.8		

**Table X (a)**  
**Academic High Schools**  
**Distribution of Leavings and Withdrawals**  
**By Ages and Classes**

SECOND SEMESTER

AGES	D			C			B			A		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.....	...	...	...	...	...	...	...	...	...	...	...	...
12 ".....	3	3	6	0	1	1	...	...	...	...	...	...
13 ".....	22	26	48	3	3	6	...	...	...	...	...	...
14 ".....	32	37	69	12	17	29	1	0	1	...	...	...
15 ".....	29	12	41	14	20	34	11	8	19	1	1	2
16 ".....	18	2	20	13	7	20	16	6	22	7	4	11
17 ".....	2	0	2	6	1	7	6	3	9	8	7	15
18 ".....	2	0	2	1	1	2	4	0	4	12	3	15
19 ".....	2	2	4	3	0	3	2	0	2	3	1	4
20 ".....	...	...	...	...	...	...	...	...	...	...	...	...
Total by classes.....	110	82	192	52	50	102	40	19	59	31	16	47
Per cent. Leavings and Withdrawals on Enrollment.....	10.2			7.2			5.5			4.5		

**Table X (b)**  
**High Schools of Commerce**  
**Distribution of Leavings and Withdrawals**  
**By Ages and Classes**  
**FIRST SEMESTER**

AGES	D			C			B			A		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.....	...	...	...	...	...	...	...	...	...	...	...	...
12 ".....	...	...	...	...	...	...	...	...	...	...	...	...
13 ".....	1	0	1	...	...	...	...	...	...	...	...	...
14 ".....	2	6	8	...	...	...	...	...	...	...	...	...
15 ".....	1	6	7	0	2	2	0	2	2	...	...	...
16 ".....	2	3	5	1	3	4	2	2	4	...	...	...
17 ".....	1	0	1	0	2	2	1	0	1	0	1	1
18 ".....	...	...	...	2	0	2	1	1	2	0	2	2
19 ".....	...	...	...	...	...	...	...	...	...	0	1	1
20 ".....	...	...	...	...	...	...	...	...	...	...	...	...
Total by classes.....	7	15	22	3	7	10	4	5	9	0	4	4
Per cent. Leavings and Withdrawals on Enrollment.....	5.7			4.0			5.5			3.0		

**Table X (b)**  
**High Schools of Commerce**  
**Distribution of Leavings and Withdrawals**  
**By Ages and Classes**

SECOND SEMESTER

AGES	D			C			B			A		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.....	....	....	....	....	....	....	....	....	....	....	....	....
12 ".....	....	....	....	....	....	....	....	....	....	....	....	....
13 ".....	2	3	5	....	....	....	....	....	....	....	....	....
14 ".....	5	11	16	1	2	3	....	....	....	....	....	....
15 ".....	6	10	16	2	7	9	....	....	....	....	....	....
16 ".....	4	2	6	7	4	11	2	0	2	....	....	....
17 ".....	2	2	4	4	1	5	2	0	2	2	4	6
18 ".....	..	..	..	1	0	1	0	1	1	2	1	3
19 ".....	....	....	....	....	....	....	2	0	2	1	0	1
20 ".....	....	....	....	....	....	....	....	....	....	....	....	....
Total by classes.....	19	28	47	15	14	29	6	1	7	5	5	10
Per cent. Leavings and Withdrawals on Enrollment.....	10.5			11.1			4.0			6.8		



Table X (c)  
 Technical High Schools  
 Distribution of Leavings and Withdrawals  
 By Ages and Classes  
 FIRST SEMESTER

AGES	D			C			B			A		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.....	...	...	...	...	...	...	...	...	...	...	...	...
12 ".....	...	...	...	...	...	...	...	...	...	...	...	...
13 ".....	...	1	1	...	...	...	...	...	...	...	...	...
14 ".....	22	12	34	1	0	1	...	...	...	...	...	...
15 ".....	57	20	77	13	6	19	...	...	...	...	...	...
16 ".....	34	9	43	15	6	21	1	2	3	1	0	1
17 ".....	10	3	13	17	2	19	13	2	15	3	2	5
18 ".....	0	1	1	4	3	7	3	1	4	1	2	3
19 ".....	1	0	1	3	0	3	2	1	3	0	1	1
20 ".....	0	1	1	1	0	1	1	0	1	...	...	...
Over 20.....	...	...	...	...	...	...	...	...	...	1	1	2
Total by classes.....	124	47	171	54	17	71	20	6	26	6	6	12
Per cent. Leavings and Withdrawals on Enrollment.....	11.3			8.6			5.5			3.5		

Table X (c)  
Technical High Schools  
Distribution of Leavings and Withdrawals  
By Ages and Classes  
SECOND SEMESTER

AGES	D			C			B			A		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
11 Years.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12 ".....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13 ".....	3	4	7	.....	.....	.....	.....	.....	.....	.....	.....	.....
14 ".....	31	19	50	1	2	3	.....	.....	.....	.....	.....	.....
15 ".....	65	37	102	21	14	35	1	0	1	.....	.....	.....
16 ".....	40	17	57	27	13	40	8	4	12	1	0	1
17 ".....	20	4	24	20	3	23	15	6	21	1	1	2
18 ".....	2	0	2	7	0	7	6	2	8	2	1	3
19 ".....	1	0	1	3	0	3	3	0	3	1	1	2
20 ".....	5	1	6	.....	.....	.....	1	0	1	3	3	6
Total by classes.....	167	82	249	79	32	111	34	12	46	8	6	14
Per cent. Leavings and Withdrawals on Enrollment.....	16.0			11.8			9.2			3.3		



**Table XI**  
**Academic High Schools**  
**Distribution of Withdrawals by Classes, Ages, Causes**

SECOND SEMESTER

CAUSES	D												C						B				A				TOTAL BY CAUSES																	
	AGE												AGE						AGE				AGE																					
	13-14				15				16				17-19				14-15				16				17-19						15-16				17-19				16-17				18-20	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	T	G	B	G	T							
Financial condition of home.....	0	2	0	3	1	0	1	1	1	0	2	1	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	7	12	19											
Illness in family.....	2	8	0	6	0	0	0	0	1	0	6	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	3	25	28											
Personal illness.....	6	13	7	11	5	6	1	0	3	7	2	4	1	5	2	7	5	4	0	2	3	2	35	61	96																			
Physical defects.....	0	1	1	2	2	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	7	4	11													
Incapacity.....	5	2	6	3	9	1	5	0	3	1	2	5	11	0	2	1	4	3	4	1	51	17	68																					
Indifference.....	4	1	3	3	5	0	3	0	2	0	2	0	1	0	1	0	6	0	1	1	28	5	33																					
Failing in studies.....	7	0	13	4	6	4	13	1	4	0	5	4	5	1	7	0	7	0	6	0	14	3	87	17	104																			
Going to work (of desire).....	1	0	0	0	0	1	1	2	0	1	1	0	0	0	1	1	1	1	1	1	5	7	12																					
Other causes.....																																												
Total by ages.....	25	27	30	32	28	12	23	3	14	17	12	17	22	8	12	9	26	9	8	4	23	10	223	148	371																			
Total withdrawals by classes.....	Boys 106 Girls 74 Total 180								Boys 48 Girls 42 Total 90								Boys 38 Girls 18 Total 56				Boys 30 Girls 14 Total 44																							

**Table XII**  
**High School of Commerce**  
**Distribution of Withdrawals by Classes, Ages, Causes**

FIRST SEMESTER

CAUSES	D										C						B						A						TOTAL BY CAUSES				
	AGE										AGE						AGE						AGE										
	13-14		15		16		17-19		14-15		16		17-19		15-16		17-19		16-17		18-20												
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	T <sup>1</sup>										
Financial condition of home.....	1	1	2	2	3	1	1	1	2	1	2	1	1	1	1	1	1	1	1	1	1	1	0	5	5								
Illness in family.....	1	1	2	3	1	1	1	1	2	1	2	1	1	1	1	1	1	1	1	1	1	1	0	6	6								
Personal illness.....	2	3	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	3	10	13								
Physical defects.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	3	0	3								
Incapacity.....	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	3	5								
Indifference.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1								
Failing in studies.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	6	5								
Going to work (of desire).....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	6	5								
Other causes.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	6	5								
Total by ages.....	3	5	1	6	2	3	1	0	2	2	1	3	2	2	2	4	2	1	1	1	1	1	14	30	44								
Total withdrawal by classes.....	Boys 7			Girls 14			Total 21			Boys 3			Girls 7			Total 10			Boys 4			Girls 5			Total 9			Boys 0			Girls 4		

**Table XII**  
**High School of Commerce**  
**Distribution of Withdrawals by Classes, Ages, Causes**  
**SECOND SEMESTER**

CAUSES	D								C				B				A				TOTAL BY CAUSES				
	AGE								AGE				AGE				AGE								
	13-14		15		16		17-19		14-15		16		17-19		15-16		17-19		16-17			18-20			
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G		B	G	T <sup>1</sup>	
Financial condition of home.....	1		1	1				1		3													2	5	7
Illness in family.....		3			1				1				2										3	4	7
Personal illness.....	1	6		4	1				1		3		1			2							4	15	19
Physical defects.....											1												1	0	1
Incapacity.....																									
Indifference.....	1	2	2	1				1				2											5	4	9
Failing in studies.....	1								2														1	2	3
Going to work (of desire).....	2	1	3	1	2	2			3	2	4		3		2	2	1	2	4	3	1	28	12	40	
Other causes.....	1			1																		1	1	2	
Total by ages.....	7	12	6	8	4	2	2	2	3	9	7	3	5	1	2	4	1	2	4	3	1	45	43	88	
Total withdrawals by classes.....	Boys 19		Girls 24		Total 43		Boys 15		Girls 13		Total 28		Boys 6		Girls 7		Total 13		Boys 5		Girls 5		Total 10		



**Table XIII**  
**Technical High Schools**  
**Distribution of Withdrawals by Classes, Ages, Causes**

## SECOND SEMESTER

CAUSES	D						C			B		A		TOTAL BY CAUSES											
	AGE						AGE			AGE		AGE													
	13-14		15		16		17-19		14-15		16		17-19			15-16		17-19		16-17		18-20			
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	T <sup>1</sup>		
	Financial condition of home.....	1	3	8	7	1	1	2	0	1	0	2	1	1	0	1	0	1	0	1	0	17	12	29	
Illness in family.....	1	5	2	4	1	1	1	2	0	3	0	1	1	1	0	1	1	0	1	1	6	18	24		
Personal illness.....	10	5	6	14	6	6	3	3	3	3	4	6	0	1	2	5	1	2	5	1	2	45	37	82	
Physical defects.....				1																	0	1	1		
Incapacity.....					1	0	2	1		1	0										4	1	5		
Indifference.....	1	7	12	0	9	2	7	1	2	5	7	0	5	1	2	1	5	1				50	18	68	
Failing in studies.....	2	0	1	2	4	1	2	0		1	0	2			2	0					11	6	17		
Going to work (of desire).....	15	0	31	6	15	5	14	1	14	3	13	3	14	0	5	0	9	2	1	0	2	133	22	155	
Other causes.....	2	2	2	1	2	0			1	2	0				1	0	2	2			2	1	13		
Total by ages.....	32	22	62	35	39	16	28	3	22	15	27	12	27	3	10	4	24	7	2	0	6	5	279	122	401
Total withdrawals by classes.....	Boys 161		Girls 76		Total 237		Boys 76		Girls 30		Boys 34		Girls 11		Total 45		Boys 8		Girls 5		Total 13				



**Table XIV**  
**All High Schools**  
**\*Distribution of Teachers**

## FIRST SEMESTER

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers.....	115.8	150.4	266.2	115.8	150.4	266.2
Special teachers.....	67.73	55.41	123.14	40.96	30.84	71.80
Music teachers.....	3.	1.	4.	2.9	1.0	3.9
Applied art teacher.....	3.	24.25	27.25	1.5	12.62	14.12
Commercial teachers.....	7.4	1.	8.4	6.4	.8	7.2
Manual training teachers.....	45.83	20.99	66.82	22.91	10.45	33.36
Physical training teachers.....	8.5	8.17	16.67	7.25	5.97	13.22
Total.....	183.53	205.81	389.34	156.76	181.24	338.0

Average number pupils per teacher (whole time) .....23.49

Average number pupils per teacher (Board Rule Count) .....27.05

## SECOND SEMESTER

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers.....	100.9	144.8	245.7	100.9	144.8	245.7
Special teachers.....	85.8	74.3	160.1	57.5	47.25	104.75
Music teachers.....	3.4	1.0	4.4	3.4	1.0	4.4
Applied art teachers.....	2.0	25.5	27.5	1.0	13.25	14.25
Commercial teachers.....	22.7	14.5	37.2	21.2	14.0	35.2
Manual training teachers.....	49.5	24.6	74.1	24.75	12.3	37.05
Physical training teachers.....	8.2	8.7	16.9	7.15	6.7	13.85
Total.....	186.7	219.1	405.8	158.4	192.05	350.45

Average number pupils per teacher (whole time) .....24.1

Average number pupils per teacher (Board Rule Count) .....27.9

\*Principal to be excluded.

†To find number of whole time teachers add the whole number of days for which teachers and permanent substitutes were employed, and divide by number of days in the term.

‡In Board Rule Count, two teachers having all double class periods count as one teacher

**Table XIV (a)**  
**Academic High Schools**  
**\*Distribution of Teachers**

## FIRST SEMESTER

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers.....	63.4	104.8	168.2	63.4	104.8	168.2
Special teachers.....	20.63	26.76	47.39	15.16	15.72	30.88
Music teachers.....	1.8	1.0	2.8	1.7	1.0	2.7
Applied art teachers.....		16.0	16.0		8.0	8.0
Commercial teachers.....	3.0		3.0	3.0	0.	3.0
Manual training teachers.....	10.33	5.62	15.95	5.16	2.75	7.91
Physical training teachers.....	5.5	4.17	9.67	5.3	3.97	9.27
Total.....	84.03	131.56	215.59	78.56	120.52	199.08

Average number of pupils per teacher (whole time) .....23.61

Average number pupils per teacher (Board Rule Count) .....25.57

## SECOND SEMESTER

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers.....	62.4	109.3	171.7	62.4	109.3	171.7
Special teachers.....	21.2	27.8	49.0	15.7	17.0	32.7
Music teachers.....	2.	1.	3.	2.	1.	3.0
Applied art teachers.....	1.	15.	16.	.5	7.5	8.0
Commercial teachers.....	3.	.5	3.5	3.	.5	3.5
Manual training teachers.....	10.	6.6	16.6	5.	3.3	8.3
Physical training teachers.....	5.2	4.7	9.9	5.2	4.7	9.9
Total.....	83.6	137.1	220.7	78.1	126.3	204.4

Average number of pupils per teacher (whole time) .....24.3

Average number pupils per teacher (Board Rule Count) .....26.2

\*Principal to be excluded.

†To find number of whole time teachers add the whole number of days for which teachers and permanent substitutes were employed, and divide by number of days in the term.

‡In Board Rule Count, two teachers having all double class periods count as one teacher.

**Table XIV (b)**  
**High Schools of Commerce**  
**\*Distribution of Teachers**

**FIRST SEMESTER**

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers.....	14.9	12.	26.9	14.9	12.	26.9
Special teachers.....	7.0	5.	12.0	5.45	3.3	8.75
Music teachers.....	.6	.....	.6	.6	.....	.6
Applied art teachers.....	1.	3.	4.0	.5	2.0	2.5
Commercial teachers.....	4.4	1.	5.4	3.4	.8	4.2
Manual training teachers.....	.....	.....	.....	.....	.....	.....
Physical training teachers.....	1.0	1.0	2.0	.95	.5	1.45
Total.....	21.9	17.0	38.9	20.35	15.3	35.65

Average number pupils per teacher (whole time) .....23.77

Average number pupils per teacher (Board Rule Count) .....25.94

**SECOND SEMESTER**

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers.....	.....	.....	.....	.....	.....	.....
Special teachers.....	21.3	19.	40.3	19.75	16.5	36.25
Music teachers.....	.6	.....	.6	.6	.....	.6
Applied art teachers.....	.....	4.	4.0	.....	2.5	2.5
Commercial teachers.....	19.7	14.	33.7	18.2	13.5	31.7
Manual training teachers.....	.....	.....	.....	.....	.....	.....
Physical training teachers.....	1.	1.	2.	.95	.5	1.45
Total.....	21.3	19.	40.3	19.75	16.5	36.25

Average number pupils per teacher (whole time) .....25.4

Average number pupils per teacher (Board Rule Count) .....28.3

\*Principal to be excluded.

†To find number of whole time teachers add the whole number of days for which teacher and permanent substitutes were employed, and divide by number of days in the term.

‡In Board Rule Count, two teachers having all double class periods count as one teacher.

**Table XIV (c)**  
**Technical High Schools**  
**\*Distribution of Teachers**

## FIRST SEMESTER

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers.....	37.5	33.6	71.1	37.5	33.6	71.1
Special teachers.....	40.1	23.65	63.75	20.35	11.82	32.17
Music teachers.....	.6	.....	.6	.....	.....	.6
Applied art teachers.....	2.0	5.25	7.25	1.0	2.62	3.62
Commercial teachers.....	.....	.....	.....	.....	.....	.....
Manual training teachers.....	35.5	15.4	50.9	17.75	7.7	25.5
Physical training teachers.....	2.	3.	5.	1.	1.5	2.5
Total.....	77.6	57.25	134.85	57.85	45.42	103.27

Average number pupils per teacher (whole time) .....23.19

Average number pupils per teacher (Board Rule Count) ..... 30.29

## SECOND SEMESTER

	†Whole Time			‡Board Rule Count		
	Men	Women	Total	Men	Women	Total
Regular teachers.....	38.5	35.5	74.0	38.5	35.5	74.0
Special teachers.....	43.3	27.5	70.8	22.05	13.75	35.8
Music teachers.....	.8	.....	.8	.8	.....	.8
Applied art teachers.....	1.0	6.5	7.5	.5	3.25	3.75
Commercial teachers.....	.....	.....	.....	.....	.....	.....
Manual training teachers.....	39.5	18.	57.5	19.75	9.0	28.75
Physical training teachers.....	2.	3.	5.	1.	1.5	2.5
Total.....	81.8	63.	144.8	60.55	49.25	109.8

Average number pupils per teacher (whole time) .....23.4

Average number pupils per teacher (Board Rule Count) .....30.9

\*Principal to be excluded.

†To find number of whole time teachers add the whole number of days for which teacher and permanent substitutes were employed, and divide by number of days in the term.

‡In Board Rule Count, two teachers having all double class periods count as one teacher.

**Table XV**  
**Enrollment Junior High Schools**  
**By Semesters**

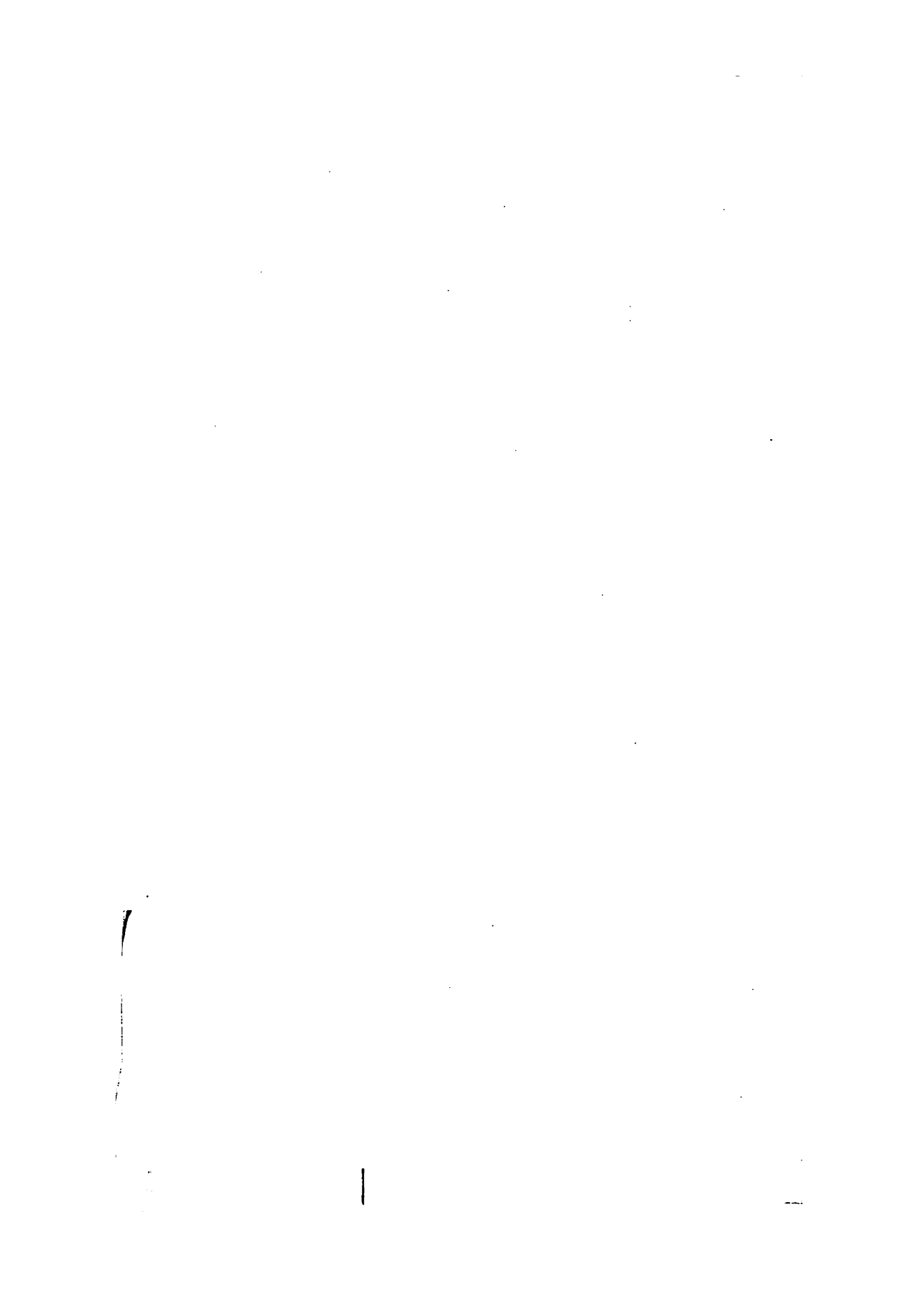
	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Total	Boys	Girls	Total
Enrollment for semester.....	573	645	1218	576	603	1179
In division first time.....	533	628	1161	494	511	1005
Previously in division.....	40	17	57	82	92	174
Leaving.....	5	13	18	14	8	22
Withdrawals.....	14	13	27	30	24	54
Enrollment at date this report.....	554	619	1173	532	571	1103
Promotions.....	474	523	997	492	529	1021
Non-promotions.....	80	96	176	40	42	82
Average monthly enrollment.....	534.1	604.2	1138.3	548.2	578.0	1126.2
Average daily attendance.....	517.0	576.4	1093.4	518.0	545.0	1063.0

**Table XVI**  
**Junior High School Enrollment**  
**By Grades**

	7th			8th			Total			Graduates		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1915-1916.....	280	302	582	396	447	843	676	49	1425	154	171	325

1

1915-1916 . . .	280	302	582	396	447	843	676	49	1425	154	171	325
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1915-1916 . . .	280	302	582	396	447	843	676	49	1425	154	171	325
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1915-1916. . . .	280	302	582	396	447	843	676	49	1425	154	171	325
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1

1915-1916 . . .	280	302	582	396	447	843	676	49	1425	154	171	325
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1915-1916 . . . .	280	302	582	396	447	843	676	49	1425	154	171	325
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CAUSES
Financial condition of home.....
Illness in family.....
Personal illness.....
Physical defects.....
Incapacity (mental).....
Indifference.....
Failing promotion.....
Left city.....
Go to work.....
Other causes.....
Total by ages.....



1915-1916 . . .	280	302	582	396	447	843	676	49	1425	154	171	325
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To..

1915-1916 . . . .	280	302	582	396	447	843	676	49	1425	154	171	325
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**Shows enrollment in all schools at**

	190
	En
Enrollment all Schools (not including Summer or Evening Schools).....	4
Normal School.....	
High Schools.....	
(b) Students Counted Twice.....	
Academic High Schools.....	
East Technical High School.....	
West Technical High School.....	
West High School of Commerce.....	
East High School of Commerce.....	
Junior High Schools.....	
Elementary Schools.....	
Regular Elementary Schools.....	
Special Elementary Schools.....	
(a) Deaf School.....	
Epileptic School.....	
School for Blind.....	
Boys' School.....	
(c) Detention School.....	
Defective Schools.....	
Elementary Industrial.....	
Continuation (1910-11).....	
Foreign Schools.....	
Backward Schools.....	
Open Air School.....	
(a) School for Cripples.....	
Warrensville Farm Sanatorium.....	
Girls' Farm Detention School.....	
Preventorium.....	
Kindergartens.....	
Regular.....	
Deaf School.....	
School for Cripples.....	
Evening Schools.....	
Evening High Schools.....	
Evening Elementary School.....	
Summer Schools.....	
High Schools.....	
Academic High School.....	
High School of Commerce.....	
Technical High.....	
Elementary Schools.....	
Grammar School.....	
Primary School.....	
Backward Schools.....	
Foreign Schools.....	
Manual Training School.....	
Boys' School and Detention.....	
Warrensville Farm Sanatorium.....	
Schools for Blind.....	
Open Air Schools.....	
Girls' Farm Detention School.....	
Kindergarten.....	
Playgrounds.....	
Summer Evening Schools.....	
(a) Kindergarten Enrollment included.	
(b) Being Students promoted from Elementary included in Elementary Enrollment.	
(c) Included with Boys' School until 1914-15.	
(d) Not including Detention School.	
(e) Not including Detention or Playgrounds.	
† Enrolled for Observation Class Work.	
‡ Detention School.	
‡ Counted under Special Schools.	



Shows number of super

Total Number Supervisors, Principals  
ing Teachers in Summer or Eveni  
Office Supervision.....  
Superintendent.....  
Assistant Superintendents.....  
Assistant Superintendent in Charge  
Primary Supervisors.....  
Director of Reference and Research  
Kindergarten Supervisors.....  
German Supervisor.....  
Penmanship Supervisors.....  
Supervisor.....  
Assistant Supervisors.....





**Table XVIII**  
**Enrollment Regular Elementary**  
**Schools by Semesters**

	FIRST SEMESTER			SECOND SEMESTER		
	Boys	Girls	Total	Boys	Girls	Total
Enrollment for semester.....	38,417	37,431	75,848	38,867	38,011	76,878
In division first time.....	33,893	33,884	67,777	33,515	33,834	67,349
Previously in division.....	4,524	3,547	8,071	5,352	4,177	9,529
Leaving.....	669	612	1,281	811	834	1,645
Withdrawals.....	388	317	705	575	458	1,033
Enrollment at date this report...	37,360	36,502	73,862	37,481	36,719	74,200
Promotions: One division only..	31,466	31,788	63,254	32,630	32,642	65,272
Two divisions.....	376	407	783	576	552	1,128
Three divisions.....				3		3
Four divisions.....				2		2
Five divisions.....				1		1
Non-promotions.....	5,518	4,307	9,825	4,269	3,525	7,794

**Table XIX**  
**Regular Elementary School**  
**Withdrawals by Grades**

Grade	FIRST SEMESTER			SECOND SEMESTER		
	With- drawals	Enroll- ment	Per Cent With- drawals Each Grade	With- drawals	Enroll- ment	Per Cent With- drawals Each Grade
1st.....	151	14,515	1.04	173	13,755	1.25
2nd.....	58	11,943	.48	66	12,034	.54
3rd.....	31	10,733	.28	55	11,029	.49
4th.....	58	10,664	.54	74	11,064	.66
5th.....	67	9,355	.71	108	9,413	1.14
6th.....	117	8,020	1.45	159	8,538	1.86
7th.....	136	5,954	2.28	238	6,222	3.82
8th.....	87	4,664	1.86	160	4,823	3.31
Total.....	705	75,848	.92	1,033	76,878	1.34

## NORMAL SCHOOL

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table XXVIII

Shows the cost of instruction in the Normal School, the enrollment, the per capita cost, the number of teachers, the average number of pupils per teacher and the number of graduates, for the years 1907-1916:

	(a) Cost of instruction normal school	Enrollment normal school	Per capita cost instruction normal school	(b) Number of teachers normal school	Average No. normal school pupils per teacher	Number graduated from normal school
1906-1907	\$15,742.10	194	81.14	8.2	23.6	95
1907-1908	16,700.00	184	90.76	8.2	22.4	97
1908-1909	15,436.86	216	71.46	8.45	24.8	85
1909-1910	18,470.00	205	90.09	7.18	26.2	97
1910-1911	23,595.78	174	135.60	7.0	25.5	82
1911-1912	22,986.60	195	117.88	9.0	21.6	81
1912-1913	21,217.71	214	99.14	10.	20.9	97
1913-1914	19,226.78	220	87.39	10.07	20.5	103
1914-1915	20,298.41	276	73.54	10.9	25.3	99
1915-1916	24,614.13	341	72.18	13.	27.5	134

(a) Includes salary of principal, but exclusive of practice facilities.

(b) Exclusive of training teachers.

# HIGH SCHOOLS Cost All Types of Instruction

**Table XXIX (a)**

Shows the cost of instruction in day academic high schools for each of the years 1907-1916, the increase and the per cent of increase of each year over the preceding, also the per cent of increase, 1916 over 1907.

	(a) Cost of all types of instruction day academic high schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1916 over 1907
1906-1907	\$287,401.52	\$10,958.32	3.96	
1907-1908	302,666.18	15,264.66	5.31	
1908-1909	304,090.54	1,424.36	.47	
1909-1910	288,103.72	*15,986.82	*5.25	
1910-1911	298,450.43	10,346.71	3.59	
1911-1912	308,366.10	9,915.67	3.32	
1912-1913	331,847.02	23,480.92	7.61	
1913-1914	344,159.88	12,312.86	3.71	
1914-1915	348,296.41	4,136.53	1.20	
1915-1916	355,895.53	7,599.12	2.18	23.83

(a) Includes salary of principals.  
\* Decrease.

## Cost All Types of Instruction

**Table XXIX (b)**

Shows the cost of instruction in day commercial high schools for each of the years 1910-1916, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1916 over 1910:

	(a) Cost of all types of instruction day commercial high schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1916 over 1910
1909-1910	\$37,687.13			
1910-1911	40,136.46	\$ 2,449.33	6.40	
1911-1912	54,755.68	14,619.22	36.42	
1912-1913	58,658.57	3,902.89	7.12	
1913-1914	61,909.97	3,251.40	5.54	
1914-1915	64,935.52	3,025.55	4.88	
1915-1916	69,277.22	4,341.70	6.68	83.82

(a) Includes salary of principals.

## Cost All Types of Instruction

**Table XXIX (c)**

Shows the cost of instruction in day technical high schools for each of the years 1909-1916, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1916 over 1909:

	(a) Cost of all types of instruction day technical high schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1916 over 1909
1908-1909	\$ 53,209.32			
1909-1910	71,569.60	\$18,360.28	34.50	
1910-1911	87,601.59	16,031.99	22.40	
1911-1912	110,354.86	22,753.27	25.97	
1912-1913	130,292.43	19,937.57	18.06	
1913-1914	153,970.84	23,678.41	18.17	
1914-1915	180,436.47	26,465.63	17.18	
1915-1916	212,168.10	31,731.63	17.58	298.74

(a) Includes salary of principals.

## Cost Regular and Special Instruction

Table XXX

Shows cost of all types of day academic high school instruction, the cost of regular day academic high school instruction, the per cent of the cost of all types of day academic high school instruction expended on regular instruction, also the cost of special day academic high school instruction and the per cent of the cost all types expended on special instruction, for the years 1907-1916:

	Cost all types instruction day academic high schools	(a) Cost regular instruction day academic high schools	Per cent all types of instruction day academic H. S. expended on regular instruction	(b) Cost special instruction day academic high schools	Per cent cost of all types of instruction expended on special instruction
1906-1907	\$287,401.52	\$248,914.77	86.60	\$38,486.75	13.40
1907-1908	302,666.18	262,125.50	86.60	40,540.68	13.40
1908-1909	304,090.54	262,517.74	86.32	41,572.80	13.68
1909-1910	288,103.72	247,355.72	85.85	40,748.00	14.14
1910-1911	298,450.43	257,880.25	86.45	40,570.18	13.55
1911-1912	308,366.10	260,846.00	84.58	47,520.10	15.41
1912-1913	331,847.02	282,691.76	85.18	49,155.26	14.81
1913-1914	344,159.88	293,645.22	85.32	50,514.66	14.67
1914-1915	348,296.41	293,383.62	84.23	54,912.79	15.76
1915-1916	355,895.53	296,216.83	83.23	59,678.70	16.76

(a) Includes salary of principals and cost of all day academic high school instruction other than music, drawing and applied arts, manual training and physical training.

(b) Includes music, drawing and applied arts, manual training, and physical training only.

## Enrollment by Years

Table XXXI (a)

Shows the enrollment in day academic high schools for each of the years 1907-1916, the increase and the per cent of increase of each year over the preceding, also the per cent of increase, 1916 over 1907:

	(a) Enrollment academic high schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1916 over 1907
1906-1907	5059	76	1.52	
1907-1908	4989	* 70	*1.38	
1908-1909	4787	*202	*4.04	
1909-1910	4436	*†351	*7.33	
1910-1911	5293	‡857	19.3	
1911-1912	5326	33	.62	
1912-1913	5511	**185	3.35	
1913-1914	5506	* 5	*.09	
1914-1915	5577	71	1.28	
1915-1916	5926	349	6.25	17.13

(a) Exclusive of transfers.

\* Decrease.

† Collinwood admitted.

‡ Includes class of 577 entering February, 1911.

\*\* Nottingham admitted.

## Enrollment by Years

**Table XXXI (b)**

Shows the enrollment in day commercial high schools for each of the years 1910-1916, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1916 over 1910:

	(a) Enrollment commercial high schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1916 over 1910
1909-1910	458			
1910-1911	464	6	1.31	
1911-1912	752	288	62.06	
1912-1913	845	93	12.36	
1913-1914	922	77	9.10	
1914-1915	991	69	7.48	
1915-1916	1110	119	12.	142.35

(a) Exclusive of transfers.

## Enrollment by Years

**Table XXXI (c)**

Shows the enrollment in day technical high schools for each of the years 1909-1916, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1916 over 1909:

	(a) Enrollment technical high schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1916 over 1910
1908-1909	729			
1909-1910	1102	373	51.16	
1910-1911	1366	264	23.95	
1911-1912	1780	414	30.30	
1912-1913	2065	285	16.01	
1913-1914	2466	401	19.41	
1914-1915	3235	769	31.18	
1915-1916	3793	558	17.24	420.3

(a) Exclusive of transfers



## Enrollment by Classes

Table XXXII (a)

Shows the enrollment in day academic high schools, the enrollment in each class, and the number graduated for the years 1907-1916:

	Enrollment academic high schools	YEAR				Number graduated
		First	Second	Third	Fourth	
1906-1907	*5070	2056	1334	928	752	591
1907-1908	*5005	1903	1426	936	740	611
1908-1909	†4787	1626	1333	1007	821	671
1909-1910	†4436	1545	1194	886	811	676
1910-1911	†5293	2367	1279	870	777	629
1911-1912	†5326	1773	1841	959	753	646
1912-1913	†5511	1844	1400	1356	911	723
1913-1914	†5506	1824	1382	1082	1218	708
1914-1915	†5577	1816	1399	1060	1302	784
1915-1916	†5926	2005	1495	1114	1312	820

\* Includes transfers.

† Exclusive of transfers.

## Enrollment by Classes†

**Table XXXII (b)**

Shows the enrollment in day commercial high schools, the enrollment in each class, and the number graduated for the years 1914-1916:

	*Enrollment commercial high schools	YEAR				Number graduated
		First	Second	Third	Fourth	
1913-1914	922	332	190	204	196	104
1914-1915	991	402	232	184	173	109
1915-1916	1110	465	271	185	189	117

\* Exclusive of transfers.

† Owing to incomplete data, due to the change in promotions, these tables are compiled only from 1914.

## Enrollment by Classes†

**Table XXXII (c)**

Shows the enrollment in day technical high schools, the enrollment in each class, and the number graduated for the years 1914-1916:

	*Enrollment technical high schools	YEAR				Number graduated
		First	Second	Third	Fourth	
1913-1914	2466	1137	649	366	314	171
1914-1915	3235	1545	827	466	397	205
1915-1916	3793	1734	1009	528	522	274

\* Exclusive of transfers.

† Owing to incomplete data, due to the change in promotions, these tables are compiled only from 1914.

## Enrollment: Per Cent in Each Class

Table XXXIII (a)

Shows per cent of the enrollment of the day academic high schools in each class for the years 1907-1916:

	YEAR			
	First	Second	Third	Fourth
1906-1907	*40.55	26.31	18.30	14.83
1907-1908	*38.02	28.49	18.70	14.78
1908-1909	†33.96	27.84	21.03	17.15
1909-1910	†35.27	26.46	19.97	18.28
1910-1911	†44.71	24.16	16.43	14.68
1911-1912	†33.28	34.56	18.00	14.13
1912-1913	†33.46	25.40	24.60	16.53
1913-1914	†33.12	25.09	19.65	22.12
1914-1915	†32.56	25.08	19.00	23.34
1915-1916	†33.83	25.22	18.79	22.13

\* Based on enrollment including transfers.

† Based on enrollment excluding transfers.

## Enrollment: Per Cent in Each Class

**Table XXXIII (b)**

Shows per cent of the enrollment of the day commercial high schools in each class for the years 1914-1916:

	YEAR			
	First	Second	Third	Fourth
1913-1914	36.00	20.60	22.12	21.25
1914-1915	40.56	23.41	18.56	17.45
1915-1916	41.89	24.41	16.66	17.02

## Enrollment: Per Cent in Each Class

**Table XXXIII (c)**

Shows per cent of the enrollment of the day technical high schools in each class for the years 1914-1916:

	YEAR			
	First	Second	Third	Fourth
1913-1914	46.10	26.31	14.84	12.73
1914-1915	47.75	25.56	14.40	12.27
1915-1916	45.71	26.60	13.92	13.76

## Cost All Types of Instruction

Table XXIX (b)

Shows the cost of instruction in day commercial high schools for each of the years 1910-1916, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1916 over 1910:

	(a) Cost of all types of instruction day commercial high schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1916 over 1910
1909-1910	\$37,687.13			
1910-1911	40,136.46	\$ 2,449.33	6.40	
1911-1912	54,755.68	14,619.22	36.42	
1912-1913	58,658.57	3,902.89	7.12	
1913-1914	61,909.97	3,251.40	5.54	
1914-1915	64,935.52	3,025.55	4.88	
1915-1916	69,277.22	4,341.70	6.68	83.82

(a) Includes salary of principals.

## Cost All Types of Instruction

Table XXIX (c)

Shows the cost of instruction in day technical high schools for each of the years 1909-1916, the increase and the per cent of increase of each year over the preceding, also the per cent of increase 1916 over 1909:

	(a) Cost of all types of instruction day technical high schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1916 over 1909
1908-1909	\$ 53,209.32			
1909-1910	71,569.60	\$18,360.28	34.50	
1910-1911	87,601.59	16,031.99	22.40	
1911-1912	110,354.86	22,753.27	25.97	
1912-1913	130,292.43	19,937.57	18.06	
1913-1914	153,970.84	23,678.41	18.17	
1914-1915	180,436.47	26,465.63	17.18	
1915-1916	212,168.10	31,731.63	17.58	298.74

(a) Includes salary of principals.

## Cost Regular and Special Instruction

Table XXX

Shows cost of all types of day academic high school instruction, the cost of regular day academic high school instruction, the per cent of the cost of all types of day academic high school instruction expended on regular instruction, also the cost of special day academic high school instruction and the per cent of the cost all types expended on special instruction, for the years 1907-1916:

	Cost all types instruction day academic high schools	(a) Cost regular instruction day academic high schools	Per cent all types of instruction day academic H. S. expended on regular instruction	(b) Cost special instruction day academic high schools	Per cent cost of all types of instruction expended on special instruction
1906-1907	\$287,401.52	\$248,914.77	86.60	\$38,486.75	13.40
1907-1908	302,666.18	262,125.50	86.60	40,540.68	13.40
1908-1909	304,090.54	262,517.74	86.32	41,572.80	13.68
1909-1910	288,103.72	247,355.72	85.85	40,748.00	14.14
1910-1911	298,450.43	257,880.25	86.45	40,570.18	13.55
1911-1912	308,366.10	260,846.00	84.58	47,520.10	15.41
1912-1913	331,847.02	282,691.76	85.18	49,155.26	14.81
1913-1914	344,159.88	293,645.22	85.32	50,514.66	14.67
1914-1915	348,296.41	293,383.62	84.23	54,912.79	15.76
1915-1916	355,895.53	296,216.83	83.23	59,678.70	16.76

(a) Includes salary of principals and cost of all day academic high school instruction other than music, drawing and applied arts, manual training and physical training.

(b) Includes music, drawing and applied arts, manual training, and physical training only.

## Per Capita Cost All Types of Instruction

Table XXXV (a)

Shows cost of all types of instruction in day academic high schools for each of the years 1907-1916, the enrollment, the per capita cost of instruction, the increase and the per cent of increase in per capita cost of each year over the preceding, also the per cent of increase in per capita cost 1916 over 1907:

	(a) Cost of all types instruction day academic high schools	Enrollment day academic high schools	Per capita cost all types instruction day academic high schools	Increase in per capita cost over preceding year	Per cent of increase in per capita cost over preceding year	Per cent of increase in per capita cost 1916 over 1907
1906-1907	\$287,401.52	5059	56.80	1.33	2.39	
1907-1908	302,266.18	4989	60.66	3.86	6.79	
1908-1909	304,090.54	4787	63.52	2.86	4.71	
1909-1910	288,153.72	4436	64.94	1.42	2.23	
1910-1911	298,450.43	45293	61.61	*3.33	*5.12	
1911-1912	308,366.10	5326	57.89	*3.72	*6.03	
1912-1913	331,847.02	5511	60.21	2.32	4.00	
1913-1914	344,155.88	5506	62.50	*2.29	3.80	
1914-1915	348,296.41	5577	62.45	*.05	*.08	
1915-1916	355,895.53	5926	60.05	*2.40	*3.84	5.72

(a) Includes salary of principals and cost of all types of academic high school instruction.

\* Decrease.

† Includes the class entering in February, 1911.

## Per Capita Cost All Types of Instruction

Table XXXV (b)

Shows cost of all types of instruction in day technical high schools for each of the years 1909-1916, the enrollment, the per capita cost of instruction, the increase and the per cent of increase in per capita cost of each year over the preceding, also the per cent of increase in per capita cost, 1916 over 1909:

	(a) Cost of all types instruction in day technical high school	Enrollment day technical high school	Per capita cost all types instruction day technical high school	Decrease in per capita cost over preceding year	Per cent decrease in per capita cost over preceding year	Per cent of decrease in per capita cost 1916 over 1909
1908-1909	\$ 53,209.32	729	\$72.98			
1909-1910	71,569.00	1102	64.94	\$8.04	11.01	
1910-1911	87,601.59	1366	*61.64	3.30	5.08	
1911-1912	110,354.86	1780	61.99	† .35	† .56	
1912-1913	130,292.43	2065	63.09	†1.10	†1.77	
1913-1914	153,970.84	2466	62.43	.66	1.04	
1914-1915	180,436.47	3235	55.77	6.66	10.66	
1915-1916	212,168.10	3793	55.93	† .16	† .28	23.36

\*Per capita cost is based on enrollment of  $1366 + (1.3 \text{ of } 112) = 37$  which is 1403.

†Increase.



Table XXXV (c)

Shows cost of all types of instruction in day high school of commerce for each of the years 1910-1916, the enrollment, the per capita cost of instruction, the increase in per capita cost of each year over the preceding, also the per cent of increase in per capita cost, 1916 over 1910:

	Cost of all types of instruction in day High School of Commerce	Enrollment in day High School of Commerce	Per capita cost all types in- struction day High School of Commerce	Decrease in per capita cost over preceding year	Per cent decrease in per capita cost over preceding year	Per cent of decrease in per capita cost 1916 over 1910
1909-1910	\$ 37,687.13	458	\$82.28			
1910-1911	40,136.46	464	*80.56	1.76	2.13	
1911-1912	54,755.68	752	72.81	7.75	9.62	
1912-1913	58,658.57	845	69.41	3.40	4.66	
1913-1914	61,909.97	922	67.14	2.27	3.27	
1914-1915	64,935.52	991	65.52	1.62	2.41	
1915-1916	69,277.22	1110	62.41	3.11	4.74	24.14

\*Per capita cost is based on enrollment of 464 + (1-3 of 70) which is 487.

## Per Capita Cost Regular and Special Instruction

Table XXXVI

Shows enrollment of day academic high schools, the cost of regular instruction in day academic high schools, and the per capita cost of regular instruction; it also shows the cost of special instruction, the per capita cost of special instruction, and the per capita cost of all types of instruction in day academic high schools, for the years 1907-1916:

	(a) Enrollment day academic high schools	(b) Cost regular instruction day academic high schools	(c) Per capita cost regular instruction day academic high schools	(b) Cost special instruction day academic high schools	(b) Per capita cost special instruction day academic high schools	Per capita cost all types instruction day academic high schools
1906-1907	5059	\$248,914.77	\$49.20	\$38,486.75	\$7.60	\$56.80
1907-1908	4989	262,125.50	52.54	40,540.68	8.12	60.66
1908-1909	4787	262,517.74	54.83	41,572.80	8.69	63.52
1909-1910	4436	247,355.72	55.76	45,748.00	9.18	64.94
1910-1911	5293	257,880.25	48.72	40,570.18	7.66	56.38
1911-1912	5326	260,846.00	48.97	47,520.10	8.92	57.89
1912-1913	5511	282,691.76	51.29	49,155.26	8.91	60.21
1913-1914	5506	293,645.22	53.33	50,514.66	9.17	62.50
1914-1915	5577	293,383.62	52.60	54,912.79	9.84	62.45
1915-1916	5926	296,216.83	49.98	59,678.70	10.07	60.05

(a) Exclusive of transfers.

(b) Includes salaries of principals and cost of all instruction other than music, drawing, and applied arts, manual training and physical training.

(c) Includes cost of instruction in music, drawing, and applied arts, manual training and physical training only.

## Teachers: Regular and Special

Table XXXVII

Shows number regular whole time teachers day academic high schools, number of whole time special teachers, total number of whole time teachers day academic high schools, and the per cent of the total number of whole time teachers that are special teachers for the years 1907-1916:

	(a) Number whole time regular teachers day academic high schools	Music teachers	Number whole time special teachers day academic high schools				Total num- ber whole time special teachers	Total number whole time teachers day academic high schools	Per cent total number teachers day academic high schools special teachers
			Drawing and Applied Art teachers	Commercial teachers	Manual training teachers	Physical training teachers			
1906-1907	163.72	1	7		17.2	7	32.20	195.92	16.43
1907-1908	169.10	2	6		17.4	7	32.40	201.50	16.07
1908-1909	167.05	2	10		13.9	7.5	33.40	200.45	16.66
1909-1910	152.09	2.2	11.0		11.0	7.6	31.80	184.07	17.21
1910-1911	153.04	2.4	11.6		12.9	8.3	35.2	188.06	18.66
1911-1912	156.1	2.2	14.4		11.3	7.5	35.4	191.5	18.49
1912-1913	175.4	3.2	15.2		11.3	7.6	37.3	212.7	17.53
1913-1914	178.1	2.9	15.5		11.3	7.4	37.1	215.2	17.23
1914-1915	172.1	2.8	16.7		10.7	9.6	39.8	211.9	18.78
1915-1916	171.7	3	16	3.5	16.6	9.9	49	220.7	22.20

(a) Included all teachers other than those of music, drawing and applied arts, manual training, physical training and commercial subjects.

## Teachers: According to Board Rule Count

Table XXXVIII

Shows the number of whole time day academic high school teachers and number according to Board Rule for each of the years 1907-1916, the increase of whole time teachers and of the number according to Board Rule, over the preceding year, the per cent of increase over the preceding year of whole time teachers and of the number according to Board Rule; also the per cent increase of whole time teachers and of number according to Board Rule, 1916 over 1907:

	Number Academic High School Teachers		Increase Academic High School Teachers		Per Cent of Increase Over Preceding Year		Per Cent of Increase 1916 Over 1907	
	Whole time teachers	(a) Number according to Board Rule	Whole time teachers	(a) Number according to Board Rule	Whole time teachers	(a) Number according to Board Rule	Whole time teachers	(a) Number according to Board Rule
1906-1907	195.92	183.82	2.35	75	1.21	40		
1907-1908	201.50	189.80	5.58	5.98	2.84	3.25		
1908-1909	200.45	188.50	*1.05	*1.30	*.53	*.68		
1909-1910	184.07	167.03	*15.75	*21.2	*7.85	*11.24		
1910-1911	188.6	180.7	3.9	11.4	1.57	8		
1911-1912	205.3	191.2	16.7	10.5	8.85	5.49		
1912-1913	212.7	190.6	7.4	*.6	3.6	*.31		
1913-1914	215.7	200.1	2.5	9.5	1.17	4.74		
1914-1915	211.9	198.2	*3.3	*1.9	*1.53	*.95		
1915-1916	220.7	204.4	8.8	6.2	3.98	3.03	12.64	11.19

(a) "For the high schools one (1) teacher to each thirty (30) pupils registered, provided that two teachers having all double-period subject be counted as one." Principal excluded.

\*Decrease.

## Pupils per Teacher Board Rule Count

Table XXXIX (a)

Shows enrollment in day academic high schools for each of the years 1907-1916, the number of teachers according to Board Rule count, the average number of pupils per teacher, the decrease, and the per cent of decrease in number of pupils per teacher, also the per cent of increase in the number of pupils per teacher, 1916 over 1907:

	(a) Enrollment academic high schools	(b) Teachers academic high schools	Average number pupils per teacher	Decrease in number pupils per teacher	Per cent of decrease in number pupils per teacher over preceding year	Per cent of decrease in number pupils per teacher 1916 over 1907
1906-1907	5059	183.82	27.52	*.31	*1.18	
1907-1908	4989	189.80	26.28	1.24	4.50	
1908-1909	4787	188.50	25.39	.89	3.38	
1909-1910	4436	167.3	26.51	*1.12	*4.41	
1910-1911	†5293	180.7	29.2	*2.69	*1.01	
1911-1912	5326	191.2	27.8	1.4	4.79	
1912-1913	5511	190.6	28.9	*1.1	*3.95	
1913-1914	5506	200.1	†27.5	1.4	4.84	
1914-1915	5577	198.2	†28.1	*.6	*2.18	
1915-1916	5926	204.4	†28.9	*.8	*2.84	*5.01

(a) Exclusive of transfers.

(b) Determined according to Board Rule: "For the high schools one (1) teacher to each thirty (30) pupils registered, provided that two teachers having all double-period subjects be counted as one." Principal excluded.

† Includes 577 students entering in February, 1911.

\* Increase.

‡ Figured on annual enrollment which includes all students entered during the year all graduates, all leavings and withdrawals.

## Pupils per Teacher Board Rule Count

Table XXXIX (b)

Shows enrollment in day commercial high schools for each of the years 1910-1916, the number of teachers according to Board Rule count, the average number of pupils per teacher, the increase and the per cent of increase in number of pupils per teacher, also the per cent of increase in the number of pupils per teacher, 1916 over 1910:

	Enrollment commercial high schools	(a) Teachers commercial high schools	(b) Average number pupils per teacher	Increase in number pupils per teacher	Per cent of increase in number pupils per teacher over preceding year	Per cent of increase in number pupils per teacher 1916 over 1910
1909-1910	458	21.4	21.4			
1910-1911	464	21.8	21.2	* .2	* .93	
1911-1912	752	30.3	24.8	3.6	16.51	
1912-1913	845	29.2	28.9	4.1	13.53	
1913-1914	922	31.3	29.4	.5	1.73	
1914-1915	991	31.9	31.	1.6	* 5.44	
1915-1916	1110	36.25	30.7	* .3	* .96	43.45

(a) Determined according to Board Rule. "For the high schools one (1) teacher to each thirty (30) pupils registered, provided that two teachers having all double-period subjects be counted as one." Principal excluded.

(b) Figured on annual enrollment which includes all students entered during the year all graduates, all leavings and withdrawals.

\* Decrease.

## Pupils per Teacher Board Rule Count

Table XXXIX (c)

Shows enrollment in day technical high schools for each of the years 1909-1916, the number of teachers according to Board Rule count, the average number of pupils per teacher, the increase, and the per cent of increase in number of pupils per teacher, also the per cent of increase in the number of pupils per teacher, 1916 over 1909:

	Enrollment technical high schools	(a) Teachers technical high schools	(b) Average number pupils per teacher	Increase in number pupils per teacher	Per cent of increase in number pupils per teacher over preceding year	Per cent of increase in number pupils per teacher 1916 over 1909
1908-1909	729	32.25	22.6			
1909-1910	1102	40.4	27.2	4.6	20.35	
1910-1911	1366	50.1	29.4	2.2	8.08	
1911-1912	1780	58.2	30.5	1.1	3.74	
1912-1913	2065	65.9	31.3	.8	2.62	
1913-1914	2466	79.8	30.9	* .4	* 1.27	
1914-1915	3235	95.2	33.9	3.0	9.70	
1915-1916	3793	109.8	34.5	.6	1.76	52.65

(a) Determined according to Board Rule: "For the high schools one (1) teacher to each thirty (30) pupils registered, provided that two teachers having all double-period subjects be counted as one." Principal excluded.

(b) Figured on annual enrollment which includes all students entered during the year all graduates, all leavings and withdrawals.

\* Decrease.

## Excess Teachers and Approximate Excess Cost

Table XL (a)

Shows number teachers employed in day academic high schools when determined by Board Rule count, number teachers allowed according to Board Rule count, excess number employed, average salary of teachers and approximate excess cost of instruction for the years 1907-1916:

	(a) Number teachers employed	(a) Number teachers allowed	Excess number teachers employed	(b) Average salary of teachers	Approximate excess cost of instruction
1906-1907	183.82	168.63	15.19	\$1,563.49	\$23,749.41
1907-1908	189.80	166.30	23.50	1,594.65	37,474.27
1908-1909	188.50	159.56	28.94	1,613.21	46,686.29
1909-1910	167.3	147.86	19.94	1,722.07	33,477.04
1910-1911	180.7	176.4	4.3	1,651.63	7,102.00
1911-1912	191.2	177.53	13.7	1,613.54	22,105.50
1912-1913	190.6	183.7	6.9	1,741.06	12,013.31
1913-1914	200.1	183.5	16.6	*1,513.28	25,120.44
1914-1915	198.2	185.9	12.3	*1,555.21	19,129.08
1915-1916	204.4	197.5	11.6	*1,528.75	17,733.50

(a) For the high schools one (1) teacher to each thirty (30) pupils registered, provided that two teachers having all double-period subjects be counted as one. Principal not included.

(b) Principal's salary included also.

\* Excluding salary of principals and on number whole time teachers.

## Excess Teachers and Approximate Excess Cost†

Table XL (b)

Shows number teachers employed in the day commercial high schools when determined by Board Rule count, number of teachers allowed according to Board Rule, excess number employed, average salary of teachers and approximate excess cost of instruction for the years 1913-1916:

	(a) Number teachers employed	(a) Number teachers allowed	Excess number teachers employed	(b) Average salary of teachers	Approximate excess cost of instruction
1912-1913	29.2	28.1	1.1	\$1,702.09	\$1,872.29
1913-1914	31.3	30.7	.6	1,678.34	1,007.00
1914-1915	31.9	33.0	*1.1	1,759.53	*1,935.48
1915-1916	36.3	37.	*.7	1,644.59	*1,151.21

\* Decrease.

(a) For the high schools one (1) teacher to each thirty (30) pupils registered, provided that two teachers having all double-period subjects be counted as one. Principal not included.

(b) Excluding salary of principals.

(†) Owing to incomplete data, this table is compiled only from 1913.

## Excess Teachers and Approximate Excess Cost†

Table XL (c)

Shows number teachers employed in the day technical high schools when determined by Board Rule count, number teachers allowed according to Board Rule, excess number employed, average salary of teachers and approximate excess cost of instruction for the years 1913-1916:

	(a) Number teachers employed	(a) Number teachers allowed	Excess number teachers employed	(b) Average salary of teachers	Approximate excess cost of instruction
1912-1913	65.9	68.8	* 2.9	\$1,441.12	*\$4,179.24
1913-1914	79.8	82.2	* 2.4	1,426.21	* 3,422.90
1914-1915	95.2	107.8	*12.6	1,399.32	*17,631.43
1915-1916	109.8	126.4	*16.6	1,420.35	*23,577.81

\* Decrease.

(a) For the high schools one (1) teacher to each thirty (30) pupils registered, provided that two teachers having all double-period subjects be counted as one. Principal not included.

(b) Excluding salary of principals.

(†) Owing to incomplete data, this table is compiled only from 1913.



(a) Music: Cost of Instruction, Enrollment,  
Per Capita Cost, etc.

**Table XLI**

Shows cost of music instruction in the day academic high schools, the enrollment in music, the per capita cost of music instruction, the number of teachers, and the average number of pupils per teacher for the years 1907-1916:

	Cost of instruction in music day academic high schools	Enrollment in day academic high schools	Per capita cost of music instruction	Number of music teachers day academic high schools	Number pupils per music teacher day academic high schools
1906-1907	\$1,800.00			1	
1907-1908	2,600.00			2	
1908-1909	2,700.00			2	
1909-1910	3,200.00			2.2	
1910-1911	3,352.50			2.2	
*1911-1912	3,473.35	2012	\$1.72	2.2	914.5
1912-1913	3,377.94	2346	1.44	3.2	733.1
1913-1914	4,540.05	2658	1.70	2.9	916.5
1914-1915	4,679.98	2647	1.76	2.8	945.3
1915-1916	4,590.09	2734	1.67	3.	911.3

(a) Special music teachers were first employed January 1, 1902.

\* Fall term, 1911.

Drawing and Applied Art:  
Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table XLII**

Shows cost of instruction in drawing in day academic high schools, the enrollment in drawing classes, per capita cost of drawing instruction, number of drawing teachers, and average number of pupils, per teacher, for the years 1907-1916:

	Cost of instruction in drawing academic high schools	Enrollment in drawing classes academic high schools	Per capita cost of drawing instruction	Number of drawing teachers academic high schools	Number pupils per drawing teacher academic high schools
1906-1907	*\$ 8,900.00	1383	6.43	7	197.57
1907-1908	† 7,500.00	570	13.15	6	95.00
1908-1909	† 10,700.00	622	17.20	10	62.20
1909-1910	† 12,168.00	726	16.76	11	66.00
1910-1911	† 10,948.55	1016	10.77	11.6	87.58
1911-1912	† 11,709.05	‡1177	9.94	14.4	81.73
1912-1913	† 17,626.92	1140	15.46	15.2	75.00
1913-1914	** 18,243.24	1126	16.20	15.5	72.6
1914-1915	** 20,196.64	1010	19.99	16.7	60.48
1915-1916	** 19,781.31	980	20.18	16.	61.3

\* Comprised two single periods per week.

† Comprised four double periods per week.

\*\* Comprised five double periods per week.

‡ Fall term, 1911.

## Home Economics:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table XLIII**

Shows cost of instruction in home economics in day academic high schools, the enrollment, the per capita cost and the number of pupils per teacher in home economics for the year 1915-16:

	Cost of instruction home economics academic high schools	Enrollment home economics academic high schools	Per capita cost of home economics	Number home economics teachers academic high schools	Number pupils per home economics teacher academic high schools
1915-1916	\$5,849.96	348	\$16.81	6.6	52.7

## Manual Training:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table XLIV.

Shows cost of instruction in manual training in day academic high schools, the enrollment in manual training, per capita cost of manual training instruction, number of pupils per teacher, for the years 1907-1916:

	Cost of instruction manual training academic high schools	Enrollment manual training academic high schools	Per capita cost of manual training instruction	Number manual training teachers academic high schools	Number pupils per manual training teacher academic high schools
1906-1907	\$20,436.75	1211	16.87	17.2	70.4
1907-1908	22,890.68	1246	18.37	17.4	71.6
1908-1909	20,272.80	795	25.50	13.9	57.1
1909-1910	17,200.00	567	30.33	11.0	51.5
1910-1911	17,191.88	• 588	29.23	12.9	45.5
1911-1912	19,196.83	• 612	31.36	11.3	54.1
1912-1913	19,109.44	• 599	31.90	11.3	53.0
1913-1914	18,170.91	•• 686	26.48	11.3	60.7
1914-1915	17,612.05	534	32.98	10.7	49.9
1915-1916	17,452.22	464	37.61	10.0	46.4

• Taken from fall term report.

•• Included 125 counted twice.

## Physical Training

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table XLV

Shows cost of instruction in physical training in day academic high schools, enrollment, per capita cost, number of physical training teachers, and the average number of pupils per teacher for the years 1907-1916:

	Cost of instruction physical training academic high schools	Enrollment physical training academic high schools	Per capita cost of physical training instruction	Number physical training teachers academic high schools	Number pupils per physical training teacher academic high schools
1906-1907	\$ 7,350.00	3587	2.04	7	512.4
1907-1908	7,550.00	3519	2.14	7	502.7
1908-1909	7,900.00	3020	2.61	7.5	402.6
1909-1910	8,180.00	2632	3.10	7.6	346.3
1910-1911	9,077.25	2975	3.05	8.3	350.4
1911-1912	9,007.63	*2218	4.06	7.5	295.7
1912-1913	9,040.96	2451	3.68	7.6	322.5
1913-1914	9,560.46	2821	3.38	7.4	381.2
1914-1915	12,177.29	3037	4.00	9.6	316.3
1915-1916	11,675.40	3116	3.74	9.9	346.2

Special teachers of physical training were first employed during the school year 1902-3

\*Taken from fall term report, 1911.

1906-1907  
1907-1908  
1908-1909  
1909-1910  
1910-1911  
1911-1912  
1912-1913  
1913-1914  
1914-1915  
1915-1916

(a) I  
(b) I  
Deaf School  
(c) C  
N

Total number teachers (not including principals or co-principals).....	45.1
Number regular teachers.....	32.0
Number special teachers.....	13.1
Number pupils per teacher (counting co-principals as half-time teachers).....	30.9

1908-1909	7,900.00	3020	2.61	7.3	304.0
1909-1910	8,180.00	2632	3.10	7.6	346.3
1910-1911	9,077.25	2975	3.05	8.3	350.4
1911-1912	9,007.63	*2218	4.06	7.5	295.7
1912-1913	9,040.96	2451	3.68	7.6	322.5
1913-1914	9,560.46	2821	3.38	7.4	381.2
1914-1915	12,177.29	3037	4.00	9.6	316.3
1915-1916	11,675.40	3116	3.74	9.9	346.2

Special teachers of physical training were first employed during the school year 1902-3  
 \*Taken from fall term report, 1911.

Junior High Schools  
Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table XLVI**

Shows the cost of instruction, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher, 1915-1916:

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Cost of instruction (including salaries of principals) .....	\$45,579.25
Cost of regular instruction.....	38,201.05
Cost of special instruction.....	7,378.20
Enrollment.....	1,425
Per capita cost of instruction.....	\$31.98
Total number teachers (not including principals or co-principals).....	45.1
Number regular teachers.....	32.0
Number special teachers.....	13.1
Number pupils per teacher (counting co-principals as half-time teachers).....	30.9

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Regular Day Elementary School  
Cost of Instruction

**Table L**

Shows the cost of instruction in regular day elementary schools for the years 1907-1916, the increase and the per cent of increase of each year over the preceding, also the per cent of increase, 1916 over 1907:

	(a) Cost of instruction regular day elementary schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1916 over 1907
1906-1907	*\$1,131,183.11	\$81,906.80	7.80	
1907-1908	* 1,184,313.26	53,130.15	4.69	
1908-1909	* 1,245,217.32	60,904.06	5.14	
1909-1910	1,298,977.60	53,760.28	4.31	
1910-1911	1,351,414.18	52,436.58	4.03	
1911-1912	1,412,087.27	60,673.09	4.49	
1912-1913	1,490,613.23	78,525.96	5.56	
1913-1914	1,601,349.77	110,736.54	7.42	
1914-1916	1,808,653.71	207,303.94	12.94	
1915-1916	†1,874,965.63	66,311.92	3.66	65.75

(a) Includes salary of principals, also cost of German, manual training and cooking.

\* Includes backward schools.

† Not including Junior High Schools.

## Enrollment by Years

Table LI

Shows the enrollment in the regular day elementary schools for the years 1907-1916, the increase and the per cent of increase of each year over the preceding, also the per cent of increase, 1916 over 1907:

	(a) Enrollment in regular day elementary schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1916 over 1907
1906-1907	59,294	222	.37	
1907-1908	58,967	† 327	† .55	
1908-1909	59,285	318	.53	
1909-1910	61,668	2,383	4.01	
1910-1911	*59,139	†2,529	† 4.1	
1911-1912	60,255	1,116	1.88	
1912-1913	67,719	7,464	12.22	
1913-1914	72,889	5,170	7.63	
1914-1915	77,494	4,605	5.94	
1915-1916	**80,714	3,220	4.15	36.12

(a) Exclusive of transfers and the enrollment of all special schools other than backward schools. Backward schools not included in 1912-1913.

\* Does not include leavings and withdrawals of fall and winter quarters—2406.

† Decrease.

\*\* Not including Junior High Schools.

## Enrollment by Grades

Table LII

Shows enrollment in each grade of the day elementary schools and enrollment in all grades for the years 1907-1916:

	GRADE								Total
	1st	2nd	3rd	4th	5th	6th	7th	8th	
1906-1907	*14189	9684	9970	8842	7704	6389	4592	3245	64624
1907-1908	*14509	9992	9530	8780	7702	6179	4974	3254	64920
1908-1909	†11868	8824	8851	8125	7431	6017	4761	3706	59583
1909-1910	†12597	9960	8752	8222	7223	6120	4924	3870	61668
1910-1911	†11097	8582	8865	8264	7438	6074	4995	3824	59139
1911-1912	†10525	8917	8408	8416	7786	6703	5193	4307	60255
1912-1913	**13408	9811	9828	9021	8716	7260	5966	5439	69449
1913-1914	***14410	11494	10050	9937	8873	7895	6464	6086	75209
1914-1915	***14521	11758	11501	10245	9755	7993	7130	7115	80018
1915-1916	***14593	12595	11566	11633	10104	9028	7271	7719	84509

\* Includes transfers and enrollment of all special schools.

† Exclusive of transfers, but includes enrollment of all special schools except of Boys' School.

‡ Does not include leavings and withdrawals of fall and winter quarters—2406.

\*\* Exclusive of transfers, but includes enrollment of all special schools except Detention and Continuation.

\*\*\* Exclusive of transfers, but includes enrollment of all special schools except Detention.

## Enrollment: Per Cent in Each Grade

Table LIII

Shows per cent of the total enrollment in the regular day elementary schools in each grade for the years 1907-1916:

	GRADE							
	1st	2nd	3rd	4th	5th	6th	7th	8th
1906-1907	*21.95	14.98	15.44	13.68	11.92	9.88	7.10	5.02
1907-1908	*22.34	15.39	14.67	13.52	11.86	9.51	7.66	5.01
1908-1909	†19.91	14.80	14.85	13.63	12.47	10.09	7.99	6.21
1909-1910	†20.42	16.15	14.19	13.33	11.71	9.92	7.98	6.27
1910-1911	†18.76	14.51	14.99	13.97	12.57	10.27	8.44	6.47
1911-1912	†17.46	14.79	13.95	13.96	12.92	11.12	8.61	7.14
1912-1913	**19.30	14.12	14.15	12.98	12.55	10.45	8.59	7.83
1913-1914	***19.15	15.29	13.36	13.21	11.79	10.49	8.59	8.09
1914-1915	***18.14	14.69	14.37	12.80	12.19	9.98	8.91	8.89
1915-1916	***17.26	14.90	13.68	13.76	11.95	10.68	8.6	9.13

\* Based on enrollment including transfers and enrollment of all special schools.

† Based on enrollment excluding transfers, but including enrollment of all special schools except Boys' School.

\*\* Based on enrollment excluding transfers, but including enrollment of all special schools except Detention and Continuation.

\*\*\* Based on enrollment, excluding transfers, of all schools except Detention.

## Whole Number of Teachers

Table LIV

Shows number of teachers in the regular day elementary schools for the years 1907-1916, the increase and the per cent of increase of each year over the preceding, also the per cent of increase, 1916 over 1907:

	(a) Number teachers regular day elementary schools	Increase over preceding year	Per cent of increase over preceding year	Per cent of increase 1916 over 1907
1906-1907	1,403.00	24.80	1.79	
1907-1908	1,471.00	68.00	4.84	
1908-1909	1,514.70	43.70	2.97	
1909-1910	1,515.7	1.0	.06	
1910-1911	1,879.0	363.9	24.08	
1911-1912	1,585.6	*293.4	*15.61	
1912-1913	1,662.1	76.1	4.82	
1913-1914	1,796.5	134.4	8.08	
1914-1915	1,909.44	112.94	6.28	
1915-1916	1,986.2	76.76	4.02	41.56

(a) Includes all day elementary school teachers other than teachers in special schools.  
Decrease.

## Number Regular and Special Teachers

Table LV

Shows whole number teachers regular day elementary schools, the number of regular teachers in regular day schools, the per cent of whole number of teachers that are regular teachers; it also shows the number of special teachers in the regular day schools and the per cent of the whole number of teachers in the regular day elementary schools that are special teachers, for the years 1907-1916:

	(a) Whole number teachers regular day elementary schools	(b) Number regular teachers in regular day elementary schools	Per cent of teachers regular day elementary schools regular teachers	No. special teachers regular day elementary schools					Per cent teachers regular day elementary schools special teachers
				German teachers	(d) Manual training teachers	Domestic science teachers	Physical training	Whole number special teachers	
1906-1907	1403.00	1316.0	93.79	76	11			87	6.21
1907-1908	1471.00	1381.0	93.88	76	14			90	6.12
1908-1909	1514.70	1400.7	92.47	95	19			114	7.53
1909-1910	1515.70	1397.7	92.21	91	27			118	7.78
1910-1911	1879.00	1749.0	93.08	94	36			130	6.91
1911-1912	1585.60	1445.0	91.00	97.6	45			142.6	9.00
1912-1913	1662.10	1516.5	91.24	99.6	23	23		145.6	8.76
1913-1914	1796.5	1645	91.56	101.5	23	27		151.5	8.43
1914-1916	1909.44	1797.6	94.14	50.8	27.7	29.64	3.7	111.84	5.85
1915-1916	1986.2	1880.2	94.62	49.2	24.3	26.5	6	106.0	5.37

(a) Includes all day elementary school teachers other than teachers in special schools.

(b) Includes all teachers in regular day elementary schools other than teachers of German, manual training and domestic science.

(d) Domestic science teachers included under manual training until 1912-1913.

## Pupils per Teacher, on Whole Number Teachers

Table LVI

Shows the enrollment in the regular day elementary schools, for the years 1907-1916, the number of teachers, the number of pupils per teacher, the decrease in number of pupils per teacher over preceding year, and the per cent of decrease in number of pupils per teacher, 1916 over 1907:

	(a) Enrollment regular day ele- mentary schools	(b) Teachers in regular day ele- mentary schools	Pupils per teacher in regular day ele- mentary schools	Decrease over preceding year in number pupils per teacher in regular day ele- mentary schools	Per cent of de- crease in num- ber pupils per teacher 1916 over 1907
1906-1907	59,294	1,403.0	42.26	.60	
1907-1908	58,967	1,471.0	40.08	2.18	
1908-1909	59,285	1,514.7	39.13	.95	
1909-1910	61,668	1,515.7	40.68	*1.55	
1910-1911	†59,139	1,879.0	31.47	9.21	
1911-1912	60,255	1,585.6	38.00	*6.53	
1912-1913	**67,719	1,662.1	40.74	*2.74	
1913-1914	**72,889	1,796.5	†40.5	.2	
1914-1915	**77,494	1,909.44	†40.58	.08	
1915-1916	**80,714	1,986.2	†40.63	.05	3.85

(a) Exclusive of transfers and the enrollment of all special schools other than backward schools.

(b) Includes all teachers in day elementary schools except those in special schools.

† Does not include the leavings and withdrawals of the fall and winter quarters—2406.

\* Increase.

\*\* Does not include backward schools.

‡ Figured on annual enrollment which includes all students entered during the year, all graduates, all leavings and withdrawals.

## Pupils per Teacher on Number Regular Teachers

Table LVII

Shows the enrollment in the regular day elementary schools for the years 1907-1916, the number of regular teachers, the average number pupils per regular teacher, the decrease in number of pupils over the preceding year, also the per cent of decrease in number of pupils per regular teacher, 1916 over 1907:

	(a) Enrollment regular day elementary schools	(b) Number regular teachers regular day ele- mentary schools	Number pupils per regular day elementary schools	Decrease in num- ber pupils per regular teacher	Per cent of de- crease in number pupils per regu- lar teacher 1916 over 1907
1906-1907	59,294	1,316.0	45.05	1.42	
1907-1908	58,967	1,381.0	42.69	2.36	
1908-1909	59,285	1,400.7	42.32	1.37	
1909-1910	61,668	1,397.7	44.12	* 1.80	
1910-1911	59,139	1,749.0	38.81	10.31	
1911-1912	60,255	1,443.0	41.75	7.94	
1912-1913	**67,719	1,516.5	44.65	* 2.90	
1913-1914	**72,889	1,645	44.3	.3	
1914-1915	**77,494	1,797.6	43.	1.3	
1915-1916	**80,714	1,879.4	42.9	.1	4.77

(a) Exclusive of transfers and the enrollment of all special schools other than backward schools.

(b) Exclusive of German teacher, manual training and cooking teachers and teachers in all special schools.

\* Increase.

† Exclusive of 2406 leavings and withdrawals, quarter Sept.-Feb., 1911.

\*\* Does not include backward schools.

‡ Figured on annual enrollment which includes all students entered during the year, all graduates, all leavings and withdrawals.



## Per Capita Cost of Instruction

Table LVIII

Shows cost of instruction in the regular day elementary schools for the years 1907-1916, the enrollment, the per capita cost of instruction, the increase and the per cent of increase in per capita cost of each year over the preceding, also the per cent of increase in per capita cost, 1916 over 1907:

	(a) Cost of instruction regular day elementary schools	(b) Enrollment in regular day elementary schools	Per capita cost of instruction in regular day elementary schools	Increase in per capita cost over preceding year	Per cent of increase in per capita cost over preceding year	Per cent of increase in per capita cost 1916 over 1907
1906-1907	\$1,131,183.11	59,294	\$19.07	\$1.131	7.37	
1907-1908	1,184,313.26	58,967	20.08	1.01	5.29	
1908-1909	1,245,217.32	59,285	21.00	.92	4.58	
1909-1910	1,298,977.60	61,668	21.06	.06	.28	
1910-1911	1,452,197.78	*59,139	24.55	3.49	1.17	
1911-1912	**1,412,087.27	60,255	23.43	†1.12	†4.05	
1912-1913	**1,490,613.23	**67,719	22.01	†1.53	†6.53	
1913-1914	**1,601,349.77	**72,889	21.96	†.05	†.002	
1914-1915	**1,808,653.71	**77,494	23.33	1.37	6.23	
1915-1916	**1,874,965.63	**80,714	23.22	†.10	†.42	21.81

(a) Includes salaries of principals, also cost of German and backward schools, but not the cost of instruction in Deaf School, Boys' School, special schools or School for Cripples.

(b) Exclusive of transfers and enrollment of all special schools, other than backward schools.

\* Does not include the leavings and withdrawals of the fall and winter quarters—2406.

\*\* Does not include backward schools.

† Decrease.

## German:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LIX

Shows cost of German instruction in the regular day elementary schools, the enrollment, the per capita cost of German instruction, the number of teachers and the average number of pupils per teacher for the years 1908-1916:

	(a) Cost of German instruction in regular day elementary schools	(b) Enrollment in German in regular day elementary schools	Per capita cost German instruction regular day elementary schools	(c) Number of German teachers in regular day elementary schools	Average number of pupils per German teacher in regular day elementary schools
1907-1908		7,537		76	99.17
1908-1909		10,724		95	112.88
1909-1910	\$71,583.44	11,240	\$6.36	91	123.51
1910-1911	73,516.13	12,654	5.73	94	134.61
1911-1912	78,683.33	13,904	5.64	97.6	142.45
1912-1913	82,274.48	14,179	5.80	99.6	142.35
1913-1914	83,807.89	15,815	5.29	101.5	155.81
1914-1915	47,997.81	4,983	9.63	50.8	98.09
1915-1916	46,920.62	5,007	9.37	49.2	101.7

(a) Exclusive of salary of exchange teachers.

(b) Average monthly enrollment.

(c) Exclusive of exchange teachers.

**Manual Training and Home Arts:**  
**Cost of Instruction, Enrollment, Per Capita Cost, etc.**

**Table LX**

Shows the cost of manual training and home arts instruction in the regular day elementary schools, the enrollment, the per capita cost, the number of teachers and the average number of pupils per teacher for the years 1907-1916:

**(b) Manual Training**

	Cost of manual training instruction	Enrollment in manual training instruction	Per capita cost manual training instruction	Number manual training teachers	(a) Average number pupils per teacher
1906-1907	\$10,115.50	3,187	\$3.17	11	289.72
1907-1908	12,278.79	3,957	3.10	14	282.64
1908-1909	16,237.20	5,452	2.97	19	286.94
1909-1910	20,194.45	7,633	2.64	27	282.70
1910-1911	27,267.47	7,911.6	3.44	36	219.75
1911-1912	31,892.20	7,501.6	4.25	45	166.70
1912-1913	22,036.48	4,655	4.73	23	202.4
1913-1914	25,842.26	5,143	5.02	23	223.6
1914-1915	29,238.87	5,775	5.06	27.7	208.4
1915-1916	*32,779.33	5,877	5.57	24.3	241.8

\* Not including Junior High Schools.

**Domestic Science**

	Cost of domestic science instruction	Enrollment in domestic science instruction	Per capita cost domestic science instruction	Number domestic science teachers	(a) Average number pupils per teacher
1912-1913	\$14,146.53	4,691	\$3.01	23	203.9
1913-1914	16,069.84	5,579	2.88	27	223.1
1914-1915	22,593.29	6,238	3.60	29.64	210.4
1915-1916	*19,625.39	6,345	3.09	26.5	239.4

(a) One lesson per week in manual training for boys and one lesson per week in cooking for girls.

(b) Domestic Science and Manual Training combined until 1912-1913.

\* Not including Junior High Schools.

## SPECIAL DAY ELEMENTARY SCHOOLS

School for Deaf:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXI

Shows the cost of instruction in the School for Deaf, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher for 1907-1916:

	(a) Cost of instruction deaf school	Enroll- ment deaf school	Per capita cost of instruction deaf school	Number of teachers deaf school	Number pupils per teacher deaf school
1906-1907	\$ 7,096.53	62	\$114.46	7	8.85
1907-1908	7,440.31	76	97.89	9	8.50
1908-1909	8,696.81	79	110.08	10.3	7.66
1909-1910	9,954.39	97	102.62	9.6	10.10
1910-1911	10,134.50	87	116.48	11.8	7.37
1911-1912	10,581.97	91	116.28	12.0	7.58
1912-1913	11,109.07	105	105.80	12.0	8.75
1913-1914	12,497.93	103	121.33	14.6	7.0
1914-1915	12,682.19	117	108.39	13.6	8.6
1915-1916	14,125.30	118	119.70	15.3	7.7

(a) Includes salary of principal.

## Boys' School:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXII

Shows cost of instruction in the Boys' School (school for truants), the enrollment, per capita cost of instruction, the number of teachers, and average number of pupils per teacher for the years 1907-1916:

	(a) Cost of instruction boys' school	Enrollment in boys' school	Per capita cost of instruction boys' school	Number of teachers boys' school	Number pupils per teacher boys' school
1906-1907	\$ 5,679.22	318	17.85	5	63.60
1907-1908	6,616.11	798	8.29	6.66	119.83
1908-1909	8,751.92	614	14.25	8	76.75
1909-1910	9,040.99	657	13.76	7.0	93.85
1910-1911	10,920.56	*168	65.00	8.0	21.00
†1911-1912	10,728.42	426	25.18	11.0	38.72
†1912-1913	12,410.17	777	15.97	10	77.7
†1913-1914	14,884.25	874	17.03	12.2	71.6
**1914-1915	14,610.96	413	35.37	11.1	37.2
**1915-1916	14,584.89	358	40.74	11.1	32.3

\* Note: No student counted twice.

(a) Includes salary of principal.

† Includes Detention School.

\*\* Does not include Detention School.

(a) Special Schools of Individual Instruction:  
Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXIII**

Shows cost of instruction in special schools for physically and mentally defective children, the enrollment, per capita cost of instruction, the number of teachers and the average number of pupils per teacher for the years 1907-1916:

	(a) Cost of instruction special schools	Enrollment in special schools	Per capita cost of special schools	Number of teachers special schools	Number pupils per teacher special schools
1906-1907	\$8,625.62	150	57.50	10	15
1907-1908	9,488.09	213	44.54	12	17.75
1908-1909	9,928.31	210	47.27	13	16.15
1909-1910	10,622.41	237	44.82	13.4	17.68
1910-1911	11,734.56	234	50.14	14	16.71
1911-1912	14,511.52	275	52.76	18	15.27
1912-1913	15,094.73	270	55.90	19	14.21
1913-1914	14,474.77	297	48.73	18	16.5
1914-1915	18,340.74	436	42.06	25	17.4
1915-1916	24,578.06	562	43.27	35	16.1

(a) Special schools were first organized by the Board of Education during the school year of 1904-1905.

## Schools for Blind:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXIV**

Shows cost of instruction in the Schools for Blind, the enrollment, per capita cost of instruction, the number of teachers and the average number of pupils per teacher for years 1914-1916:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	*Number of pupils per teacher
1913-1914	\$3,762.12	44	\$85.50	4	11
1914-1915	6,354.16	58	109.55	6	9.6
**1915-1916	9,937.96	73	136.13	9	9.1

\*\* Not including 2 students enrolled in High School.

## Schools for Backward Children:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXV**

Shows the cost of instruction in Schools for Backward Children, the enrollment, per capita cost of instruction, the number of teachers, and the average number of pupils per teacher for the years 1914-1916:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	*Number of pupils per teacher
1913-1914	\$5,015.69	133	\$37.71	6	22.2
1914-1915	7,773.81	318	24.44	13	24.4
1915-1916	13,588.02	432	28.30	20	21.6

\* Average number of pupils per teacher is figured on annual enrollment, which includes all students entered during year, all graduates, all leavings and withdrawals.

## School for Cripples:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXVI**

Shows the cost of instruction in the School for Cripples, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher, 1914-1916:

	(a) Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	*Number of pupils per teacher
1913-1914	\$5,262.84	117	\$44.98	5.7	20.5
1914-1915	5,644.38	115	49.08	5.7	20.1
1915-1916	5,588.89	127	44.00	5.7	21.9

## Elementary Industrial School:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXVII**

Shows the cost of instruction in the Elementary Industrial School, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher, 1914-1916:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	*Number of pupils per teacher
1913-1914	\$11,749.81	263	\$44.67	12	21.9
1914-1915	13,464.35	282	47.74	11.4	24.7
1915-1916	13,837.67	266	52.02	12.3	21.6

(a) Includes salary of Principal.

\* Average number of pupils per teacher is figured on annual enrollment, which includes all students entered during year, all graduates, all leavings and withdrawals.



## Open Air Schools:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXVIII**

Shows the cost of instruction in the Open Air Schools, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher, 1914-1916:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	*Number of pupils per teacher
1913-1914	\$5,071.70	248	\$20.45	8	31.0
1914-1915	6,700.31	233	28.75	8	29.2
1915-1916	7,155.23	230	27.84	8	28.8

## Warrensville Farm Sanatorium:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXIX**

Shows the cost of instruction in the Warrensville Farm Sanatorium, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher, 1914-1916:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	*Number of pupils per teacher
1913-1914	\$785.79	40	\$19.64	1	40
1914-1915	900.03	41	21.95	1	41
†1915-1916	307.90	64	4.81	1	64

† Called Tuberculosis Tent Colony until 1915-1916.

\* Average number of pupils per teacher is figured on annual enrollment, which includes all students entered during year, all graduates, all leavings and withdrawals.

## School for Epileptic Children:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXX**

Shows the cost of instruction in the School for Epileptic Children, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher, 1914-1916:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	*Number of pupils per teacher
1913-1914	\$ 904.22	11	\$82.20	1	11
1914-1915	954.21	13	73.40	1	13
1915-1916	1,015.51	8	126.93	1	8

## Schools for Foreign Children:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXXI**

Shows the cost of instruction in the Foreign Schools, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher, 1914-1916:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	*Number of pupils per teacher
1913-1914	\$15,112.02	719	\$21.01	24	29.5
1914-1915	17,475.25	711	24.59	25.6	24.7
1915-1916	6,470.12	391	16.55	6	15.5

\* Average number of pupils per teacher computed on basis of total enrollment divided by total number of teachers.

Girls' Farm Detention School:  
Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXXII**

Shows the cost of instruction in the Girls' Farm Detention School, the enrollment, the per capita cost of instruction, the number of teachers, and the average number of pupils per teacher, 1914-1916:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1914-1915	\$276.30	18	\$15.35	1	18
1915-1916	866.31	18	34.65	1	18

## KINDERGARTEN

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXXIII

Shows the cost of kindergarten instruction, the enrollment, the per capita cost of instruction, the number of kindergarten teachers, and the average number of pupils per teacher for the years 1907-1916:

	Cost of instruction kindergarten	Enrollment in kindergarten	Per capita cost of instruction kindergarten	Number of teachers in kindergarten	Average number of pupils per kindergarten teacher
1906-1907	\$54,040.61	3,240	\$16.67	79	41.0
1907-1908	53,008.85	3,605	14.70	81	44.5
1908-1909	63,811.96	4,935	12.93	90	54.8
1909-1910	69,598.22	5,537	12.56	105	52.7
1910-1911	81,037.21	4,279	18.93	110	38.0
1911-1912	87,765.21	5,163	16.99	127.5	40.4
1912-1913	96,453.88	6,362	15.16	139	45.7
1913-1914	108,636.29	6,777	16.03	155	43.7
1914-1915	132,041.09	7,231	18.26	173	41.8
1915-1916	143,311.77	7,517	19.06	184	40.9

## EVENING SCHOOLS

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXXIV

Shows the cost of instruction in the evening high schools, the enrollment, the per capita cost of instruction, the number of evening high school teachers and the average number of evening high school pupils per teacher for each of the years 1907-1916:

	Cost of instruction evening high schools	Enroll- ment evening high schools	Per capita cost of instruction evening high schools	Number teachers evening high schools	Number pupils per teacher evening high schools
1906-1907	\$ 5,672.50	896	6.33	57	15.71
1907-1908	7,506.00	1,228	6.11	54	22.74
1908-1909	10,884.75	1,891	5.75	79	23.93
1909-1910	13,617.00	2,065	6.59	88	23.46
1910-1911	14,464.00	2,261	6.39	96	23.55
1911-1912	16,731.00	2,891	5.78	114	25.35
1912-1913	19,721.00	3,050	6.46	135	22.5
1913-1914	21,392.00	3,346	6.39	151	22.1
1914-1915	25,847.00	4,311	5.99	161	26.7
1915-1916	26,627.00	5,150	5.17	154	33.4

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXXV**

Shows the cost of instruction in the evening elementary schools, the enrollment, the per capita cost, the number of evening elementary school teachers and the average number of pupils per teacher for the years 1907-1916:

	Cost of evening elementary school instruction	Enrollment evening elementary schools	Per capita cost of instruction evening elementary schools	Number teachers evening elementary schools	Number pupils per teacher evening elementary schools
1906-1907	\$ 9,690.00	4,400	2.20	51	86.27
1907-1908	12,249.00	5,400	2.25	62	87.74
1908-1909	12,944.00	5,031	2.57	69	72.91
1909-1910	13,475.50	4,608	2.92	69	66.78
1910-1911	19,121.50	5,407	3.53	81	66.75
1911-1912	19,620.50	7,347	2.67	93	79.00
1912-1913	19,008.75	6,402	2.96	98	65.3
1913-1914	24,860.00	10,636	2.33	124	85.7
1914-1915	25,576.50	11,383	2.24	132	86.2
1915-1916	20,539.00	7,470	2.75	108	69.1

## SUMMER SCHOOLS

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXXVI

Shows the cost of instruction in the summer high schools, the enrollment, the per capita cost of instruction, the number of summer high school teachers, and the average number of pupils per teacher for the years 1907-1916:

	Cost of instruction	Enrollment	Per capita cost instruction	Number teachers (whole time)	Number teachers Board rule count	Number pupils per teacher
1906-1907	\$1,045.00	303	\$3.44	5		60.60
1907-1908	1,050.00	252	4.16	5		50.40
1908-1909	1,050.00	216	4.86	5		43.20
1909-1910	1,008.75	258	3.90	5		51.60
1910-1911	33,600.60	1,279	26.27	65		19.67
1911-1912	21,485.49	1,135	18.92	41		27.68
1912-1913	25,457.74	1,396	18.23	64		21.8
1913-1914	31,464.63	1,941	16.21	*81.4	68.1	†28.5
1914-1915	22,087.77	2,183	10.11	*99.9	78.16	†27.9
1915-1916	32,134.05	2,655	12.10	*116.1	99.6	†26.6

Summer high school organized 1903.

\*Includes principals.

†Figured on number teachers according to Board Rule Count.

**Comparative Tables Summer High Schools**  
**Cost of Instruction, Enrollment, Per Capita Cost, etc.**

**Table LXXVII**

Shows the cost of instruction in the summer high schools, the enrollment, the per capita cost of instruction, the number of teachers, and the average number of pupils per teacher for the years 1911-1916:

**Summer Academic High School:**

	Cost instruction	Enrollment	Per capita	Number teachers (Whole time)	Number teachers Board rule count	Number pupils per teacher	Number graduates
1910-1911	\$8,632.32	463	\$18.65	16		28.9	
1911-1912	2,619.78	368	7.11	6		61.3	
1912-1913	7,262.49	630	11.52	18.6		33.8	12
1913-1914	10,355.10	922	11.23	26.6	26.6	*34.6	23
1914-1915	8,800.14	1,123	7.83	31.6	31.6	*35.6	31
1915-1916	9,971.94	1,260	7.91	36.2	36.2	*36.2	30

**Summer High School of Commerce:**

	Cost instruction	Enrollment	Per capita	Number teachers (Whole time)	Number teachers Board rule count	Number pupils per teacher	Number graduates
1910-1911	\$9,442.27	300	\$31.47	15.5		19.3	
1911-1912	9,323.34	375	24.86	16		23.4	
1912-1913	7,198.41	337	21.36	15.5		21.7	15
1913-1914	7,543.55	360	20.95	16	14.7	*24.4	23
1914-1915	4,851.05	411	11.80	17	15.8	*26	20
1915-1916	6,092.13	501	12.16	22	20.7	*24.2	19

**Summer Technical High:**

	Cost instruction	Enrollment	Per capita	Number teachers (Whole time)	Number teachers Board rule count	Number pupils per teacher	Number graduates
1910-1911	\$15,526.01	516	\$30.08	33.5		15.4	
1911-1912	9,542.37	392	24.34	19.5		20.5	
1912-1913	10,996.84	429	25.63	29.8		14.4	41
1913-1914	13,565.98	659	20.58	34.8	26.8	*24.5	22
1914-1915	8,436.58	649	12.99	48.3	30.76	*21.1	24
1915-1916	16,069.98	894	17.97	57.9	42.7	*20.9	52

\* Figured on number teachers according to Board Rule Count.



## Number Making Up All Work and Per Capita Cost

Table LXXVIII

Shows cost of instruction in summer high schools, the enrollment, the number remaining to end of term, the number making up all work, per cent of enrollment making up all work, and the per capita cost of number making up all work, for the years 1907-1916:

	Cost of instruction	Enrollment	Number remaining to end of term	Number making up all work	Per cent of enrollment making up all work	Per capita cost of number making up all work
1906-1907	\$1,045.00	303	266	171	56.43	6.11
1907-1908	1,050.00	252	214	149	59.12	7.04
1908-1909	1,050.00	216	198	144	66.66	7.29
1909-1910	1,008.75	258				
1910-1911	33,600.60	1,279	1,111			
1911-1912	21,485.49	1,135	1,049			
1912-1913	25,457.74	1,396	1,265			
1913-1914	31,464.63	1,941	1,757			
1914-1915	22,087.77	2,183	1,998			
1915-1916	32,134.05	2,655	2,342			

## SUMMER ELEMENTARY SCHOOLS

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXXIX

Shows the cost of instruction in the summer grammar schools, the enrollment, the per capita cost of instruction, the number of summer grammar school pupils per teacher, for the years 1907-1916:

	Cost of instruction	Enrollment	Per capita cost instruction	Number of teachers	Number pupils per teacher	Number of graduates
1906-1907	\$2,948.75	856	\$3.44	19	45.05	
1907-1908	4,629.80	925	5.00	29	31.89	
1908-1909	5,080.00	1,095	4.63	33	33.18	
1909-1910	4,338.75	1,027	4.22	28	36.67	
*1910-1911	30,703.48	4,187	13.18	129	18.04	
1911-1912	19,753.71	2,988	6.27	74	60.40	
1912-1913	10,193.63	1,643	6.20	64	25.7	63
1913-1914	12,406.70	2,177	5.69	78	27.9	98
1914-1915	13,049.07	‡3,377	3.86	117	28.8	129
1915-1916	17,810.15	‡4,014	4.43	160	25.0	137

\* Summer grammar school organized 1905.

• Includes all grades.

‡ Includes primary students.

## Number Making Up All Work and Per Capita Cost

Table LXXX

Shows cost of instruction in the summer grammar schools, the enrollment, the number remaining to end of term, number making up all work, per cent of enrollment making up all work, also the per capita cost of number making up all work, for the years 1907-1916:

	Cost of instruction	Enrollment	Number remaining to end of term	Number making up all work	Per cent of enrollment making up all work	Per capita cost of number making up all work
1906-1907	\$2,948.75	856	687	453	53.92	\$6.50
1907-1908	4,629.80	925	764	487	52.64	9.50
1908-1909	5,080.00	1,095	949	643	58.72	7.90
1909-1910	4,338.75	1,027				
1910-1911	30,703.48	4,187	3,514	3,245	77.50	9.46
1911-1912	19,753.71	2,988	2,637	2,053	68.67	9.62
1912-1913	10,193.63	1,643	1,518	1,229	74.8	8.29
1913-1914	12,406.70	2,177	1,880	1,263	58.01	9.82
1914-1915	13,049.07	3,377	2,902	2,045	60.55	6.46
1915-1916	17,810.15	4,014	3,316	2,480	61.78	7.18

## SUMMER FOREIGN SCHOOLS

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXXXI

Shows cost of instruction in the summer special foreign schools, the enrollment, the per capita cost of instruction, the number pupils per teacher for years 1913-1916:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1912-1913	\$1,067.81	278	\$3.84	8	34.7
1913-1914	952.02	203	4.68	7	29.0
1914-1915	1,087.02	267	4.07	10	26.7
1915-1916	451.08	95	4.74	4	23.7

## SUMMER BACKWARD SCHOOLS

Cost of Instruction, Enrollment, Per Capita Cost, etc.

Table LXXXII

Shows cost of instruction in the summer special backward schools, the enrollment, the per capita cost of instruction, the number of pupils per teacher for year 1914-1916:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1914-1915	\$224.00	63	\$3.55	2	31.5
1915-1916	.....	...	....	..	....

## (a) Summer Boys' School:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXXXIII**

Shows cost of instruction in summer boys' school, the enrollment, the per capita cost of instruction, number of teachers in summer boys' school, and the average number of pupils per teacher, for each of the years 1907-1916:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1906-1907	\$150.00	168	\$0.89	1	168
1907-1908	150.00	135	1.11	1	135
1908-1909	150.00	81	1.85	1	81
1909-1910	187.50	140	1.33	1	140
1910-1911	696.69	* 32	21.77	2	16
1911-1912	258.33	142	1.81	1	142
1912-1913	218.94	111	1.97	1	111
1913-1914	263.68	**246	1.08	1	246
1914-1915	301.06	**203	1.48	1	203
1915-1916	312.63	**189	1.65	1	189

(a) Summer boys' school was organized 1906, but no record of enrollment for that year is at hand.

- \* Counting each child once and not Detention School.
- \*\* Detention School.

## Summer School for Blind:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXXXIV**

Shows the cost of instruction in the school for blind, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher, 1914-1916:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1913-1914	\$252.64	8	\$31.58	1	8
1914-1915	112.00	9	12.44	1	9
1915-1916	294.74	12	24.56	1	12

## Summer Open Air Schools:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXXXV**

Shows the cost of instruction in open air schools, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher, 1914-1916:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1913-1914	\$565.48	175	\$3.23	4	43.7
1914-1915	336.00	140	2.40	3	46.6
1915-1916	448.00	125	3.58	4	31.2

Summer Tuberculosis Tent Colony  
Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXXXVI**

Shows the cost of instruction, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher, 1914-1916:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1913-1914	\$134.74	27	\$4.99	1	27
1914-1915	112.00	35	3.20	1	35
1915-1916	210.52	95	2.21	1	95

Summer Girls' Farm Detention School  
Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXXXVII**

Shows the cost of instruction, the enrollment, the per capita cost of instruction, the number of teachers and the average number of pupils per teacher, 1914-1916:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1914-1915	\$112.00	14	\$8.00	1	14
1915-1916	112.00	15	7.46	1	15

## (a) Summer Primary School:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXXXVIII**

Shows cost of instruction in the summer primary schools, the enrollment, per capita cost of instruction, number of summer primary school teachers, and the average number pupils per teacher, for each of the years 1907-1916:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1906-1907	\$1,027.65	588	\$1.74	15	39.20
1907-1908	1,818.96	1,058	1.71	28	37.78
1908-1909	2,088.67	1,178	1.77	32	36.81
1909-1910	2,114.39	1,133	1.86	32	35.40
*1910-1911					
*1911-1912					
1912-1913	None				
1913-1914	None				
1914-1915		**121			
1915-1916		**1,012			

(a) Summer primary schools were organized by the Board of Education in 1903, but enrollment was not separated from summer kindergarten until 1906-7.

\* Records of primary combined with summer grammar.

\*\* Listed under grammar students.



## (a) Summer Kindergarten:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table LXXXIX**

Shows cost of instruction in the summer kindergartens, the enrollment, the per capita cost of instruction, number of teachers and the average number of pupils per teacher for each of the years 1907-1916:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1906-1907	\$980.89	437	\$2.24	14	31.21
1907-1908	950.07	395	2.40	14	28.21
1908-1909	1,087.15	523	2.07	16	32.68
1909-1910	996.32	536	1.85	16	33.50
1910-1911	None				
1911-1912	None				
1912-1913	None				
1913-1914	None				
1914-1915	None				
1915-1916	None				

(a) Summer kindergartens were organized by the Board of Education in 1903, but enrollment was not kept separate from the summer primary schools until 1907.

## (a) Playgrounds:

Cost of Instruction, Enrollment, Per Capita Cost, etc.

**Table XC**

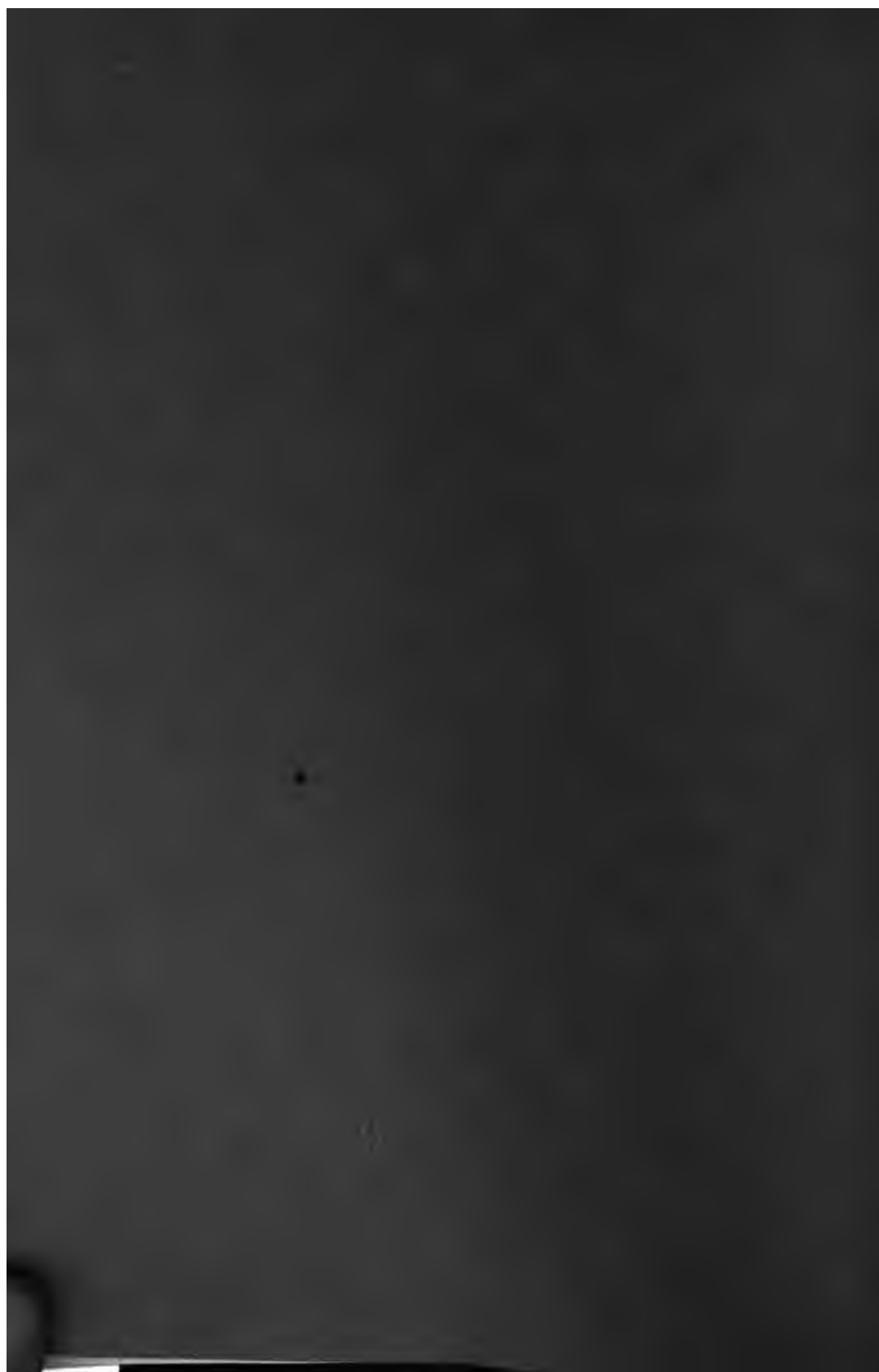
Shows cost of instruction in summer playgrounds, the enrollment, per capita cost playground instruction, the number of playground teachers, and the number of pupils per teacher for each of the years 1906-1915:

	Cost of instruction	Enrollment	Per capita cost of instruction	Number of teachers	Number of pupils per teacher
1905-1906	\$ 840.00	800	\$1.05	4	200.00
1906-1907	840.00	1,090	.77	8	136.25
1907-1908	840.00	1,242	.67	8	155.25
1908-1909	1,378.25	2,917	.47	12	243.08
1909-1910	292.33	743	.39	4	185.75
1910-1911	7,160.03	12,918	.55	63	205.04
1911-1912	9,236.98	8,472	1.10	44	192.50
1912-1913	6,579.05	7,534	.87	40	188.3
1913-1914	7,893.60	9,420	.84	43	219
1914-1915	4,612.73	6,735	.68	30	224.5
1915-1916	7,427.54	6,989	1.06	40	174.7

(a) Summer playgrounds were first organized by the Board of Education in 1903.















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